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ABSTRACT

State legislation requires that the Texas Education Agency write a plan to reduce the state's cross-sectional and longitudinal dropout rates to no more than 5 percent by 1997-98. This report presents the current plan, with current aggregate and disaggregate data on the dropout rate of students in grades 7 through 12 and projections for cross-sectional and longitudinal dropout rates for the next 5 years. A progress report is presented for the recommendations from the 1991 state plan in the following categories: (1) continued action by the Texas Education Agency; (2) actions without fiscal implications; (3) actions with immediate fiscal implications; and (4) recommendations with long-term fiscal implications. Since publication of the plan in 1991, the number of dropouts has consistently declined, from 91,307 in 1987-88, to 53,421 in 1991-92. Students still tend to drop out in the ninth grade, and ethnic minority students still drop out in disproportionate numbers, but combating these facts is a major agency focus. Twenty recommendations to further reduce the dropout rate are included. Five tables summarize dropout information. A list of 70 references is included, and dropout data are presented in Appendix I (15 tables), with an overview of recommendations and a survey of immigrant students in Appendixes II and III. (SLD)

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THE 1993-95 STATE PLAN TO REDUCE THE DROPOUT RATE

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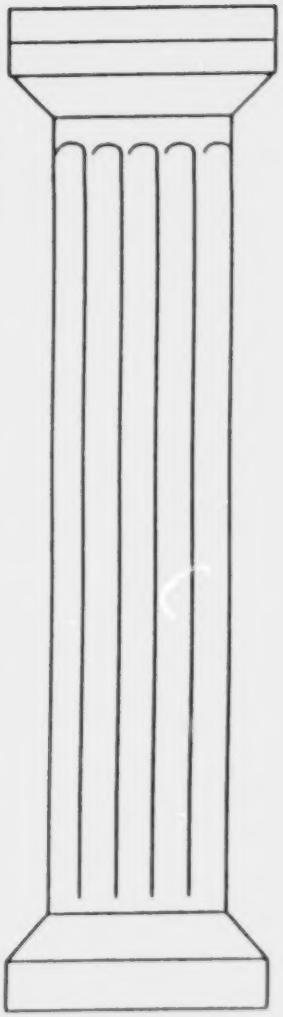

THE 1993-95 STATE PLAN TO REDUCE THE DROPOUT RATE

A REPORT FROM THE STATE BOARD OF EDUCATION

Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature

Texas Education Agency
Austin, Texas

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May 1993

The Honorable Ann W. Richards, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the 73rd Legislature:

Texas Education Code §11.205(d), Dropout Reduction Program, requires the Texas Education Agency to write a plan to reduce the state's cross-sectional and longitudinal dropout rates to not more than five percent by 1997-98. Current aggregate and disaggregate data on the dropout rate of students in grades 7-12 are included in this report, as is a projection of the cross-sectional and longitudinal dropout rates for these grades over the next five years, as required by statute. This report is submitted to the legislature each odd-numbered year. The Texas Education Agency presented its first plan to reduce the dropout rate to the state legislature in March 1991.

Since the publication of the 1991 dropout reduction plan, the number of students leaving the state's public education system has consistently declined, from 91,307 students in 1987 to 53,421 students in 1992. While these statistics are encouraging, much work remains to be done. A disproportionate number of students continue to drop out of school at the ninth grade level. Also, ethnic minority students drop out of school in disproportionate numbers.

This plan provides a progress report on the recommendations contained in the 1991 state plan to reduce the dropout rate and makes 20 recommendations for continued reduction of this rate. These recommendations are divided into four categories: (1) Recommendations for Continued Action by the Texas Education Agency, (2) Recommendations without Fiscal Implications, (3) Recommendations with Immediate Fiscal Implications, and (4) Recommendations with Long-Term Fiscal Implications.

The State Board of Education recommends implementation of the 1993-95 State Plan to Reduce the Dropout Rate.

Respectfully submitted,

Carolyn Honea Crawford, Chairman
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1993-95 State Plan to Reduce the Dropout Rate

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Appendix I: School District Dropout Data

Appendix II: Overview of 1993-95 State Dropout Plan Recommendations

Appendix III: Survey of Immigrant Students-Eligible Districts

EXECUTIVE SUMMARY

The 70th Texas State Legislature required the Texas Education Agency to prepare biennial reports on the current dropout rate of students in Grades 7-12, projected cross-sectional and longitudinal dropout rates for these grades and a systematic plan to reduce the state's dropout rate to not more than 5 percent by 1997-98. The Texas Education Agency presented its first plan to reduce the dropout rate to the state legislature in March 1991. This document is an update to the 1991 dropout reduction plan.

Since the publication of the 1991 dropout reduction plan, the number of students leaving the state's public education system has consistently declined, from 91,307 in 1987-88 to 53,421 in 1991-92. This trend is depicted as follows.

	Total Number of Dropouts	Annual Dropout Rate	Estimated Longitudinal Dropout Rate
1987-88	91,307	6.70%	34.03%
1988-89	82,325	6.05%	31.25%
1989-90	70,040	5.14%	27.16%
1990-91	53,965	3.93%	21.39%
1991-92	53,421	3.80%	20.74%

During this period, state and local educators invested heavily in increasing Texas' graduation rate. The legislature provided leadership for these efforts through a number of initiatives, including redirection of state compensatory education monies to better serve students in at-risk situations, provision of a funding allotment for pregnancy-related services and allocation of funding for additional elementary counselors in 29 local school districts.

State and local educators also collaborated during this period to produce a variety of exciting and innovative programs and strategies designed to help students succeed in school. The Texas Education Agency refocused its efforts to provide leadership on accelerating the instruction of students in at-risk situations. Other initiatives included the statewide restructuring of campuses at the elementary, middle and high school levels through the establishment of mentor school networks. Students became the "nonnegotiable" portion of the educational formula -- what became "negotiable" were the programs and services put in place to help every child succeed.

The dropout data presented in this report highlight several areas which require future attention. First, a disproportionate number of students drop out of school at the ninth grade level. This trend, which transcends both ethnicity and gender, needs to be addressed through future programs and strategies. Second, ethnic minority students drop out of school in disproportionate numbers. Hispanic students are 2.2 times more likely to drop out of school than white students. African American students are 1.9 times more likely to drop out of school than white students. Increasing the capacity of local schools to graduate ethnic minority students is an immediate need.

This document contains 20 recommendations created in order to move the state's dropout reduction efforts into the next biennium. These recommendations are designed to provide support for existing Agency initiatives; including tech-prep programs, family and community support activities, excellence and equity in student achievement, role modeling programs, and replication of successful practices and programs. Additional recommendations focus on the amendment or repeal of existing statutes in order to enhance state and local efforts to improve student achievement.

Several new initiatives for continued reduction of the state's dropout reduction rate in the coming biennium are also proposed; including extension of the school year, increased minority faculty recruitment, ongoing dropout evaluation studies, programs for expelled youth, expanded initiatives to identify best practices at the elementary, middle and high school levels, and increased professional staff development activities.

Recommendations for programs and strategies beyond the 1993-95 biennium, including programs for secondary immigrant students of limited English proficiency and school-age parents, family literacy projects, and enhanced school support services are also presented. These recommendations are proposed as long-term strategies, due to the limited availability of fiscal resources in the coming biennium.

Although the continued decline in the number of students leaving school prior to graduation is very encouraging, much work remains to be done. State and local educators must continue to strive towards the goal of a 5 percent longitudinal dropout rate by the 1997-98 school year. Every student is a precious resource which the state cannot afford to waste.

INTRODUCTION

This document is the second in a series of plans to reduce the dropout rate mandated by the Texas State Legislature. The 70th state legislature directed the Texas Education Agency to prepare biennial reports on the current dropout rate of students in Grades 7 - 12 and projected cross-sectional and longitudinal dropout rates for these students. The legislature also charged the Agency with the development of a systematic plan to reduce the state's cross-sectional and longitudinal dropout rates to not more than 5 percent by 1997-98. The first plan in this series was presented to the legislature in March 1991. This document is an update to the 1991 State Plan to Reduce the Dropout Rate. It analyzes the state's progress in meeting its dropout reduction goals and presents recommendations for future action.

There has been a consistent decline in the number of dropouts reported by Texas school districts since the publication of the 1991 dropout plan, which is illustrated as follows.

	Total Number of Dropouts	Annual Dropout Rate	Estimated Longitudinal Dropout Rate
1987-88	91,307	6.70%	34.03%
1988-89	82,325	6.05%	31.25%
1989-90	70,040	5.14%	27.16%
1990-91	53,965	3.93%	21.39%
1991-92	53,421	3.80%	20.74%

In 1987-88, school districts reported 91,307 dropouts through the state's Public Education Information Management System (PEIMS). In 1991-92, Texas school districts reported a total of 53,421 dropouts. The 1991-92 figure represents a 20.74 percent estimated longitudinal dropout rate, or a 3.80 percent event (or annual) dropout rate. Overall, the number of dropouts has decreased by 41.4 percent since 1987-88. Although this change represents substantial improvement, the state is still far from its goal of a 5 percent longitudinal dropout rate. To achieve this goal, 99.15 percent of all students must be kept in school each year.

A significant number of resources have been invested in order to raise the graduation rate of Texas students. Many of the activities recommended in the 1991 State Plan To Reduce the Dropout Rate

have led to improved instructional methodologies and collaborations which helped to reduce the state's dropout rate. For example, the 72nd Legislature:

- redirected $650 million of State Compensatory Education Funds in order to provide services and programs for thousands of students in at-risk situations;
- authorized $10 million per year for pilot programs on Pregnancy Education and Parenting; and
- provided $5 million per year for 136 elementary counselors in 29 school districts to serve students in at-risk situations.

During this same period, the Texas Education Agency:

- restructured to include a focus on accelerating the instruction of students in at-risk situations;
- initiated the development of statewide networks of mentor schools in order to restructure Texas education at the elementary, middle and high school levels;
- managed 151 pilot and specially-funded projects that served over 23,000 students in at-risk situations;
- implemented targeted technical assistance designed to ensure the academic success of students in at-risk situations; and
- provided technical assistance through annual dropout conferences that drew over 3,000 participants from across the state.

However, the state remains plagued by the economic and social problems that often result when students drop out of school. Issues related to dropping out of school, including school violence and gangs, poverty, low levels of academic performance, teen pregnancy and parenting, and illiteracy, continue to impact the state's goal of excellence and equity in student achievement. Both national and state leaders are urging educators to find more effective ways to address dropout prevention, as well as related social and economic problems.

America's governors have endorsed the national education goal of a 90 percent graduation rate by the year 2000, and have challenged state and local educators to reexamine policies and redirect strategies and programs toward the accomplishment of this goal. The 20 recommendations in this plan are designed to move the state towards its mandated dropout reduction goal, as well as fulfill the challenge of the national education goals.

DATA ANALYSIS
BACKGROUND INFORMATION

The dropout data in this document are presented in order to provide an analysis of the state's progress on recommendations contained in the 1991 state dropout plan, as well as to generate recommendations for further action toward reducing the dropout rate.

The data used in this portion of the report are based on the enrollment of students in Grades 7 - 12 and on absentee reports for students that have been absent 30 or more consecutive days. The annual dropout rate is calculated by dividing the total number of dropouts by the total number of students enrolled in Grades 7 - 12 for that year. This percentage is called the "event" dropout rate.

A longitudinal dropout rate may be calculated by dividing the number of students who drop out over several years, such as from seventh to twelfth grade, by the number of students who entered school during the beginning year of the period under study. Since Texas has only been counting dropouts since 1987, a true longitudinal dropout rate cannot be calculated until the 1995-96 school year. Therefore, Texas' estimated longitudinal rate is calculated by subtracting the annual rate as a percentage from 1.00, and raising the resulting retention rate to the sixth power. Thus the estimated longitudinal rate for the 1991-92 school year is calculated to be 20.74 percent.

DROPOUT DATA
TRENDS

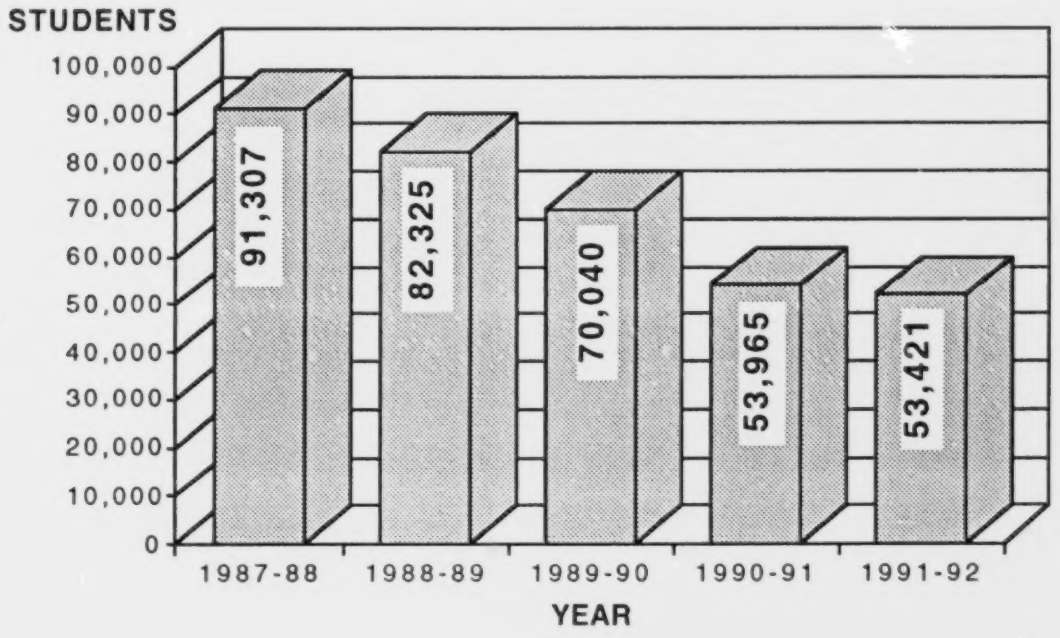
The dropout data collected thus far indicate that there was a consistent decline in Texas' estimated longitudinal dropout rate from 1987 to 1992. The 1987-88 estimated longitudinal dropout rate was 34.03 percent; the 1991-92 estimated longitudinal rate was 20.74 percent. The 1991-92 rate, while lower than in previous years, is still alarmingly high, especially for ethnic minorities. The 1991-92 estimated longitudinal dropout rate for Hispanic students was 28.65 percent; for African American students, 25.37 percent; for Native American students, 25.79 percent; for Asian American students, 15.04 percent; and for white students, 14.04 percent. This suggests that for every four Native American, Hispanic or African American students entering the seventh grade, at least one will drop out of school. For these population subgroups, achievement of a 5 percent longitudinal dropout rate is a significant challenge. A true longitudinal dropout rate for Texas students will be available by the 1995-96 school year.

Also, the 53,421 students who dropped out in 1991-92 represent a substantial economic loss for the state of Texas. A 1986 study on the cost-benefit ratio of dropping out of school found substantial savings in expenditures related to welfare, crime, incarceration, and unemployment insurance payments as a result of reducing the dropout rate; and a potential gain in earnings and tax revenues that would result if dropouts actually graduated which could generate revenues to the state in the amount of $17.5 billion over a period of 45 years (IDRA, 1986). The costs of eliminating the dropout problem in Texas were calculated by estimating the total expenditures that would be required for students to complete their high school education, for college costs and for implementing dropout reduction programs. These costs totaled approximately $1.9 billion. This study projected that for every $1 expended on the prevention and the education of potential dropouts, $9 would be returned to the state. This research, which replicates the findings of two national studies, (Levin, 1972 and Cattrell, 1985), indicates that the impact of dropouts on the state's economy warrants immediate and concerted action.

There has been a steady and significant decline in the number of dropouts reported by school districts since 1987-88. During 1987-88, school districts reported 91,307 dropouts through the Public Education Information Management System (PEIMS). This number represents an estimated longitudinal dropout rate of 34.03 percent and an event dropout rate of 6.70 percent. For 1991-92, PEIMS data indicated a total of 53,421 dropouts. This total number of dropouts represents a 20.74 percent estimated longitudinal dropout rate, or a 3.80 percent event dropout rate. Overall,

the number of dropouts has decreased by 41.4 percent from 1987 to 1992. This trend is shown in Figure 1.

FIGURE 1
DROPOUT TRENDS



Dropout Rates by Ethnicity

Table 1, which is presented as follows, shows both the annual and longitudinal dropout rates for five of the state's major ethnic subpopulations over the five-year period from 1987-88 to 1991-92.

Table 1
Five Year Dropout Comparison by Ethnicity

	Total Dropouts	Total 7-12th Enrolled	Event Dropout Rate	Estimated Longitudinal Rate
Native Am	207	2,221	9.32%	44.40%
Asian Am	1,520	25,939	5.86%	30.39%
Black	16,364	194,373	8.42%	41.00%
Hispanic	34,911	396,411	8.84%	42.49%
White	38,305	744,254	5.15%	27.17%
Total	**91,307**	**1,363,198**	**6.70%**	**34.03%**

1987-88

	Total Dropouts	Total 7-12th Enrolled	Event Dropout Rate	Estimated Longitudinal Rate
Native Am	234	2,327	10.06%	47.05%
Asian Am	1,189	26,963	4.41%	23.71%
Black	14,525	193,299	7.51%	37.42%
Hispanic	33,456	412,904	8.10%	39.77%
White	32,921	724,622	4.54%	24.34%
Total	**82,325**	**1,360,115**	**6.05%**	**31.25%**

1988-89

	Total Dropouts	Total 7-12th Enrolled	Event Dropout Rate	Estimated Longitudinal Rate
Native Am	215	2,400	8.96%	43.06%
Asian Am	1,102	27,996	3.94%	21.41%
Black	13,012	192,802	6.75%	34.25%
Hispanic	30,857	427,032	7.23%	36.24%
White	24,854	711,264	3.49%	19.22%
Total	**70,040**	**1,361,494**	**5.14%**	**27.16%**

1989-90

Table 1 (continued)
Five Year Dropout Comparison by Ethnicity

	Total Dropouts	Total 7-12th Enrolled	Event Dropout Rate	Estimated Longitudinal Rate
Native Am	162	2,471	6.56%	33.43%
Asian Am	835	29,604	2.82%	15.77%
Black	9,318	192,504	4.84%	25.75%
Hispanic	24,728	444,246	5.57%	29.08%
White	18,922	703,813	2.69%	15.08%
Total	**53,965**	**1,372,638**	**3.93%**	**21.39%**

1990-91

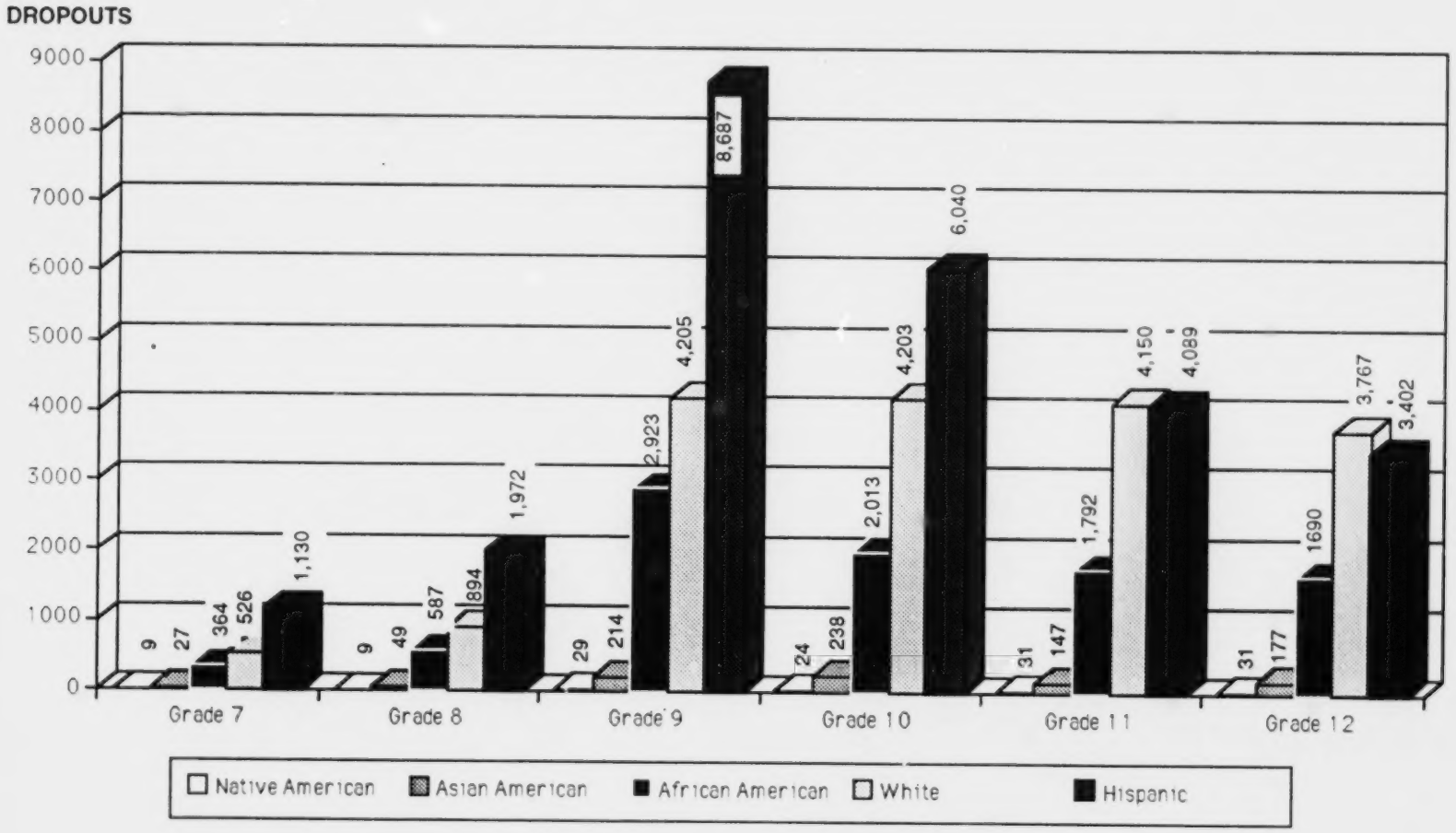
	Total Dropouts	Total 7-12th Enrolled	Event Dropout Rate	Estimated Longitudinal Rate
Native Am	133	2,745	4.85%	25.79%
Asian Am	852	31,733	2.68%	15.04%
Black	9,370	196,915	4.76%	25.37%
Hispanic	25,320	462,587	5.47%	28.65%
White	17,745	712,858	2.49%	14.04%
Total	**53,421***	**1,406,838**	**3.80%**	**20.74%**

1991-92

**This total includes one dropout whose ethnic origin is unknown*

For the 1991-92 school year, 17,745 (2.49 percent) white students dropped out of school. In addition, 9,370 (4.76 percent) African American students dropped out of school. Concurrently, 852 (2.68 percent) Asian American students dropped out of school, while 133 Native American students (4.85 percent) dropped out during the same time period. However, approximately 25,320 (5.47 percent) Hispanic students dropped out of school. This information is illustrated in Figure 2. Adjusting for population size, Hispanic students are 2.2 times more likely to drop out of school than white students. African American students are almost two times (1.9) more likely to drop out of school than white students.

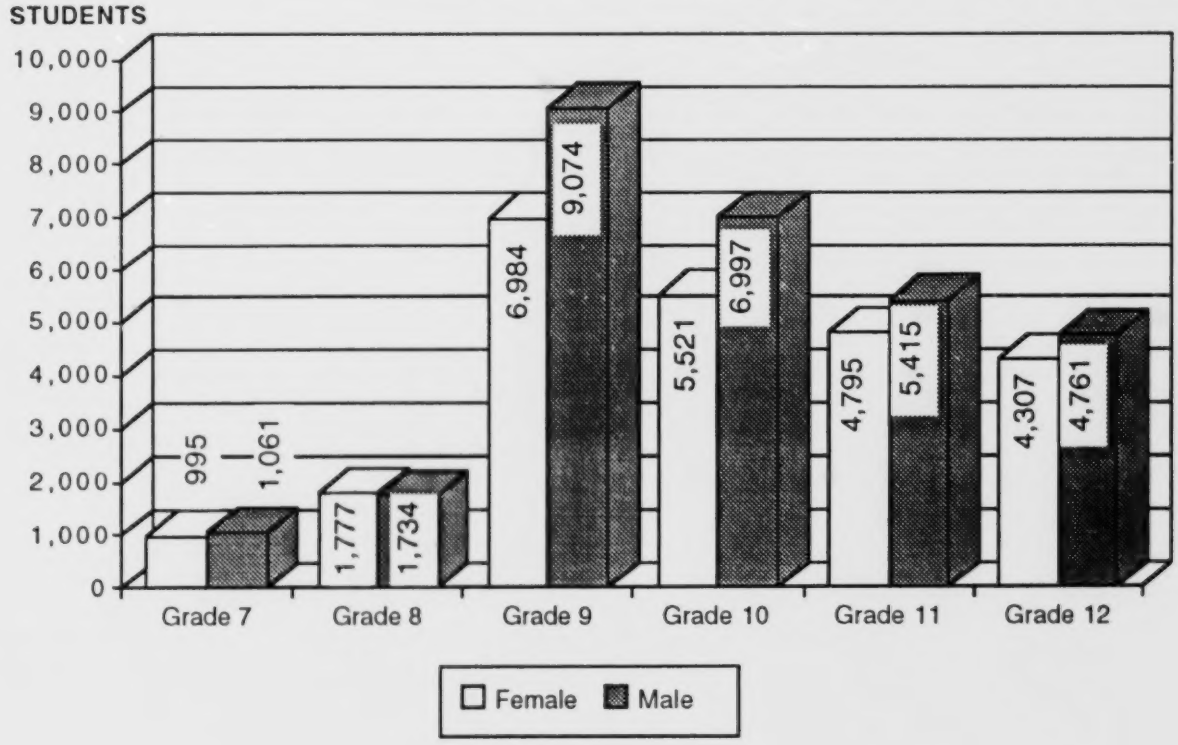
FIGURE 2
DROPOUTS BY ETHNICITY



Dropout Rates by Gender

According to the 1991-92 PEIMS data, more males dropped out of school than females. There were 29,042 (54 percent) male dropouts, and 24,379 (46 percent) female dropouts. This data also indicates some variation in the dropout distribution by gender within grade levels. There is virtually no difference in the dropout rate by gender for students in Grades 7 and 8. However, in Grade 9, there are significantly more males dropping out of school than females. This ratio decreases in Grades 10 - 12. This information is illustrated in Figure 3 below.

FIGURE 3
DROPOUTS BY GENDER



Comparison of Dropouts by Ethnicity and Gender

An examination of 1991-92 dropout figures by gender for African American, Hispanic and white students* reveals the following trends. Roughly equal percentages of males and females dropped out of school for all three ethnic groups at Grades 7 and 8. At Grade 9, significantly more males than females dropped out of school for all three ethnic groups. This trend of more males than females dropping out of school continued in Grades 10, 11 and 12. Thus the "gender gap," in terms of more males dropping out of school than females, begins at Grade 9 for all three ethnic subpopulations examined.

When the number of students dropping out is examined for the point at which the largest number of dropouts appears, this peak is found at Grade 9 for all gender/ethnic subpopulations examined, with the exception of white females, who drop out of school in the greatest numbers at Grade 11. These figures are presented in Table 2 as follows.

**An examination by both ethnicity and gender for American Indian and Asian American students produced subcategories which were considered too small for meaningful comparisons.*

Table 2
Number of Dropouts by Ethnicity and Gender

Grade 7

	Male	Female
Native Am	3 (33%)	6 (67%)
Asian Am	12 (44%)	15 (56%)
Black	189 (52%)	175 (48%)
Hispanic	576 (51%)	554 (49%)
White	281 (53%)	245 (47%)

Grade 8

	Male	Female
Native Am	6 (67%)	3 (33%)
Asian Am	27 (55%)	22 (45%)
Black	288 (49%)	299 (51%)
Hispanic	948 (48%)	1024 (52%)
White	465 (52%)	429 (48%)

Grade 9

	Male	Female
Native Am	20 (69%)	9 (31%)
Asian Am	141 (66%)	73 (34%)
Black	1643 (56%)	1280 (44%)
Hispanic	4936 (57%)	3751 (43%)
White	2334 (56%)	1871 (44%)

Table 2 (continued)
Number of Dropouts by Ethnicity and Gender

Grade 10

	Male	Female
Native Am	13 (54%)	11 (46%)
Asian Am	143 (60%)	95 (40%)
Black	1139 (57%)	874 (43%)
Hispanic	3420 (57%)	2620 (43%)
White	2282 (54%)	1921 (46%)

Grade 11

	Male	Female
Native Am	16 (52%)	15 (48%)
Asian Am	79 (54%)	68 (46%)
Black	970 (54%)	823 (46%)
Hispanic	2132 (52%)	1957 (48%)
White	2218 (53%)	1932 (47%)

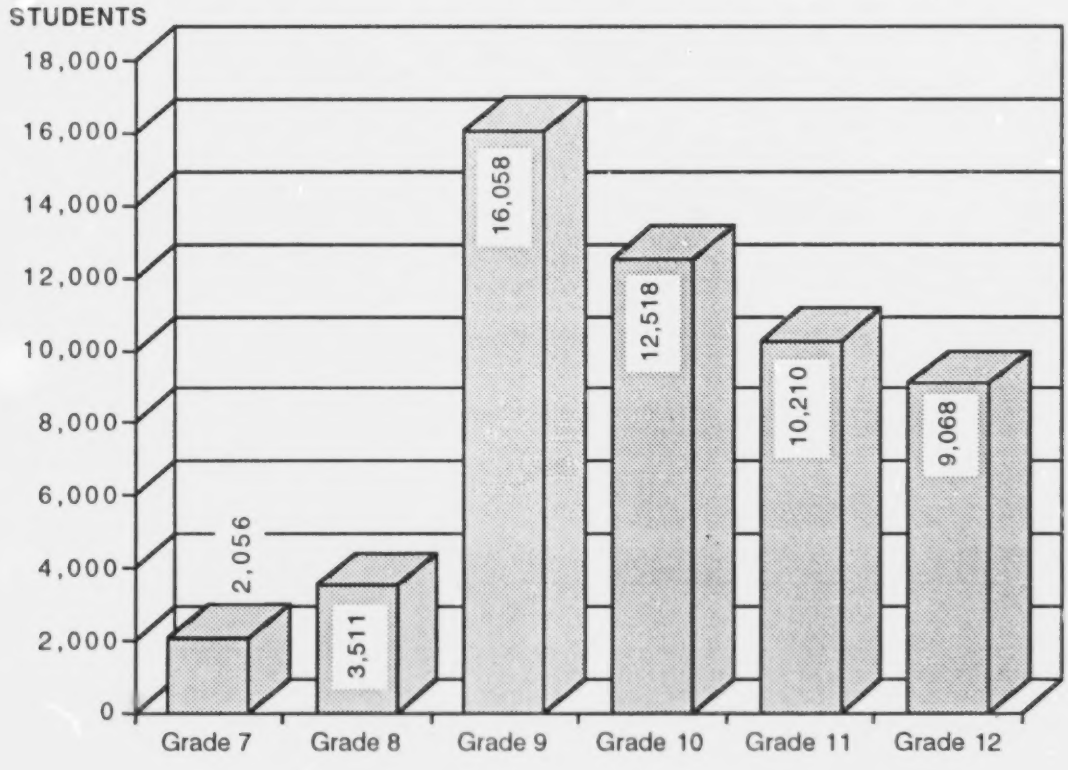
Grade 12

	Male	Female
Native Am	16 (52%)	15 (48%)
Asian Am	95 (54%)	82 (46%)
Black	860 (51%)	830 (49%)
Hispanic	1784 (52%)	1618 (48%)
White	2005 (53%)	1762 (47%)

Dropout Rates by Grade Level

Of the total number of dropouts during the 1991-92 school year, 2,056 (4 percent) and 3,511 (7 percent) dropped out in Grades 7 and 8, respectively. However, there was a significant increase in the number of dropouts by Grade 9. The data show that 16,058 (30 percent) students dropped out of school in the 9th grade. The second largest percentage of students, 12,518 (23 percent) individuals, dropped out in Grade 10. There was little difference between the number of students who dropped out in Grade 11 and those who dropped out in Grade 12. A total of 10,210 (19 percent) of the 11th graders and 9,068 (17 percent) of the 12th graders dropped out of school. These trends are illustrated in Figure 4 below.

FIGURE 4
DROPOUTS BY GRADE



Dropout Rates by District Type

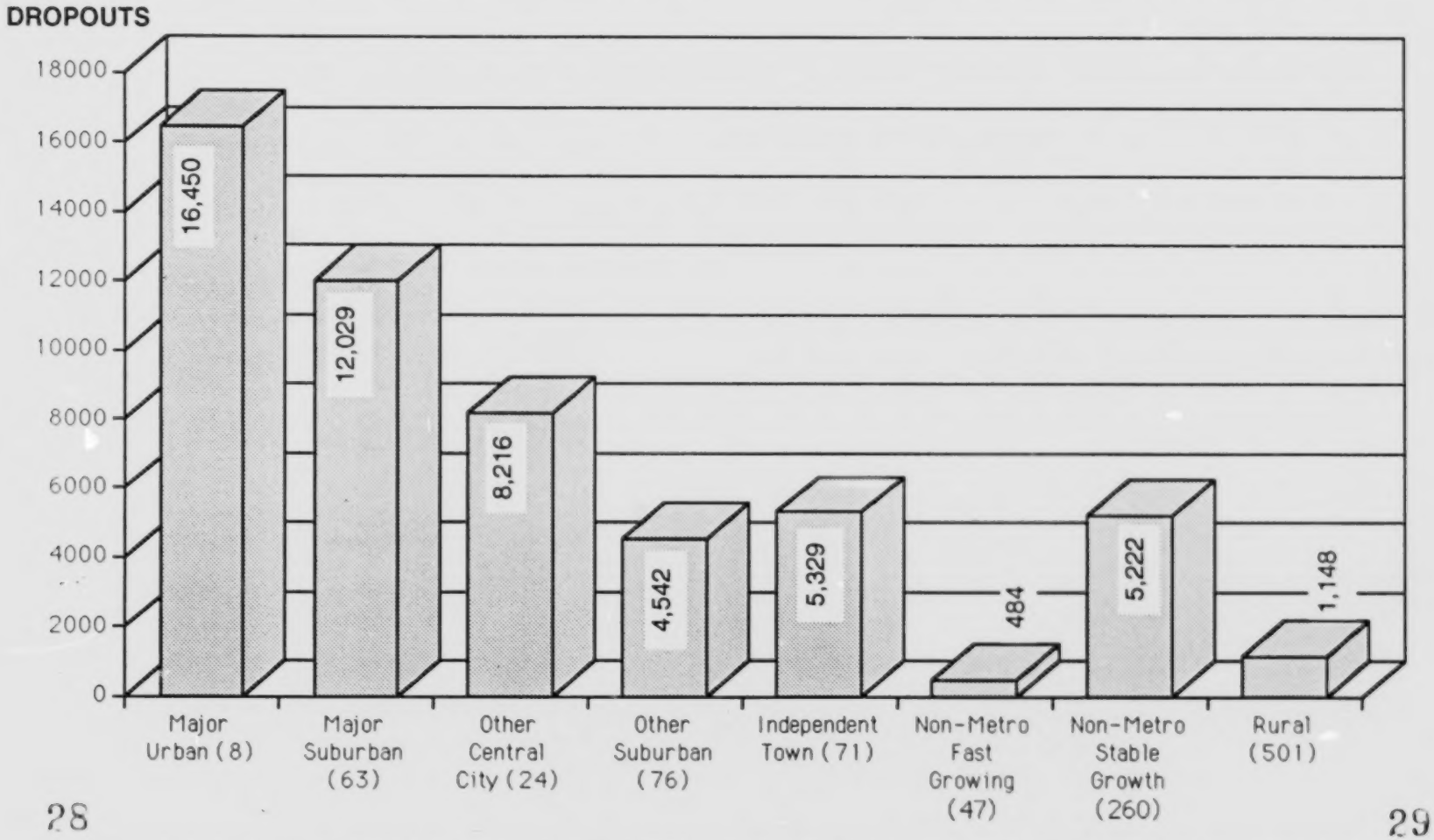
Dropout statistics for the 1991-92 school year varied by district type, as illustrated in Table 3 and Figure 5. The largest annual dropout rate (6.23 percent) occurred in the state's eight major urban school districts (Austin, Houston, Fort Worth, Dallas, Corpus Christi, El Paso, Ysleta, and San Antonio). The 16,450 students who dropped out of these eight districts represent almost one-third (31 percent) of the state's total number of dropouts for 1991-92. These eight districts also have a longitudinal dropout rate of almost one-third (32 percent) of their students.

The second largest annual dropout rate (4.55 percent) occurred in central city districts. Dropouts from these districts (8,216) represent 15 percent of the total number of the state's dropouts for 1991-92. The lowest annual dropout rate (1.57 percent) occurred in rural districts, which comprise almost half (501) of the total number of school districts in the state. Rural school districts accounted for only 2 percent (1,148) of the total number of dropouts in 1991-92. Thus higher dropout rates in Texas may be described as a predominantly urban phenomenon.

Table 3
Dropout Rates by District Type

District Type	Total Number Districts	Total 7-12th Enrolled	Total Number Dropouts	Event Dropout Rate	Estimated Longitudinal Dropout Rate
Major Urban	8	264,166	16,450	6.23%	32.01%
Major Suburban	63	410,442	12,029	2.93%	16.35%
Other Central City	24	180,414	8,216	4.55%	24.40%
Other Suburban	76	125,783	4,542	3.61%	19.80%
Independent Town	71	146,210	5,329	3.64%	19.97%
Non-Metro Fast Growing	47	23,105	484	2.09%	11.93%
Non-Metro Stable Growth	260	183,792	5,222	2.84%	15.88%
Rural	501	72,926	1,148	1.57%	9.08%

FIGURE 5
NUMBER OF DROPOUTS BY DISTRICT TYPE



Please note: The number following each district type indicates the total number of each district type within Texas.

Number of Dropouts by Ethnicity and District Type

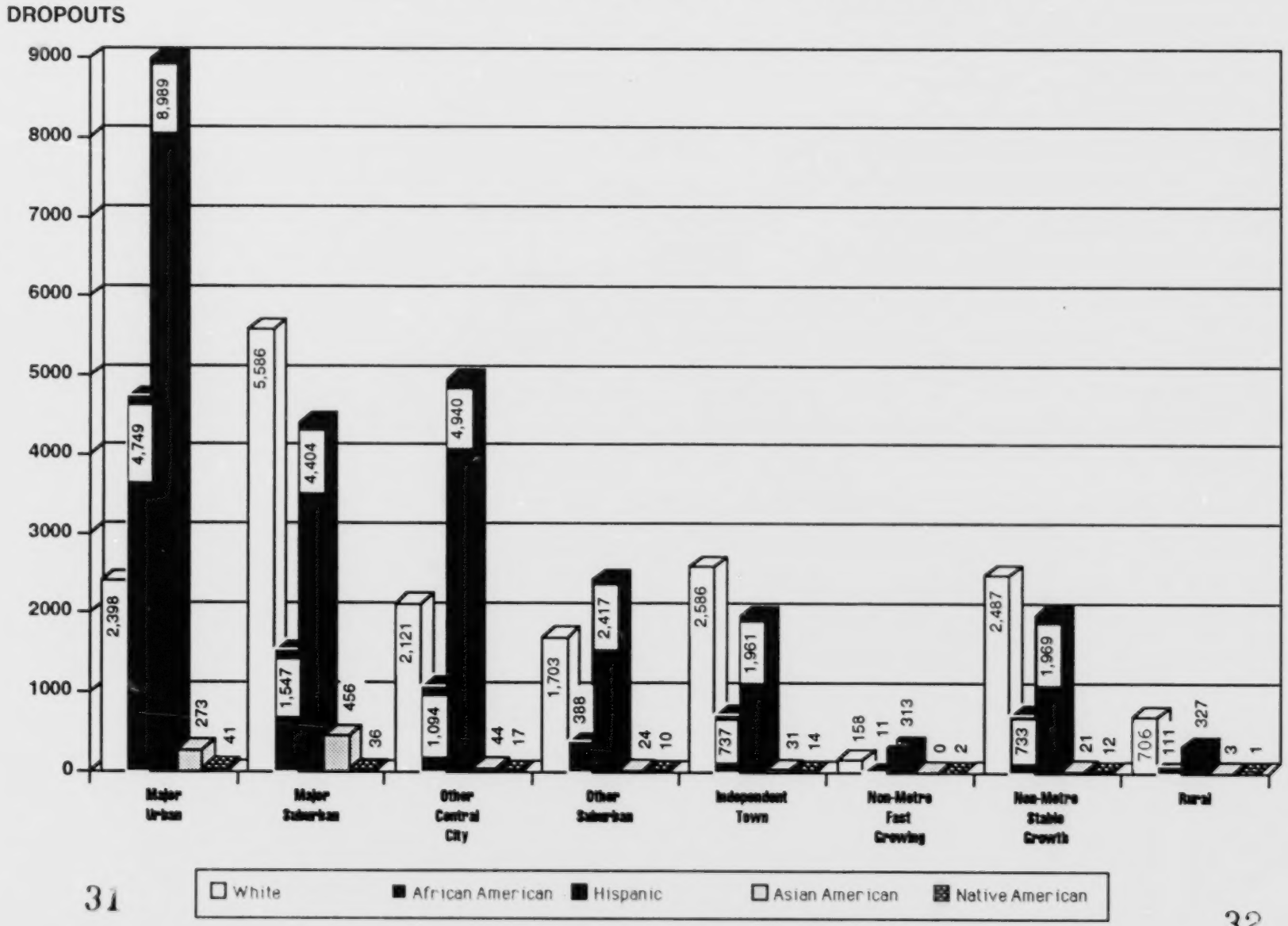
Dropout statistics for the 1991-92 school year, when examined by both ethnicity of student and type of district, reveal an additional trend. Although dropout rates are generally higher in urban school districts, a larger number of white students dropped out of major suburban as compared to major urban school districts. Of the total number of white students who dropped out of school in 1991-92, 13.5 percent (2,398) dropped out of major urban districts and 31.47 percent (5,586) dropped out of major suburban districts.

Ethnic minority students dropped out of the state's major urban districts in larger numbers. Of the African American students who dropped out of school in 1991-92, 50 percent (4,749) dropped out of the state's eight major urban districts. which may be compared with 16.3 percent (1,547) who dropped out of major suburban districts. Of the total number of Hispanic students who dropped out of school in 1991-92, 35.5 percent (8,989) dropped out of major urban districts and 17.3 percent (4,404) dropped out of major suburban districts. These figures are presented in Table 4 and illustrated in Figure 6.

Table 4
Number of Dropouts by Ethnicity and District Type

District Type	White	African American	Hispanic	Asian American	Native American
Major Urban	2,398	4,749	8,989	273	41
Major Suburban	5,586	1,547	4,404	456	36
Other Central City	2,121	1,094	4,940	44	17
Other Suburban	1,703	388	2,417	24	10
Independent Town	2,586	737	1,961	31	14
Non-Metro Fast Growing	158	11	313	0	2
Non-Metro Stable Growth	2,487	733	1,969	21	12
Rural	706	111	327	3	1

FIGURE 6
NUMBER OF DROPOUTS BY ETHNICITY AND DISTRICT TYPE



When Do Students Drop Out?

The PEIMS data used for this report identify several time periods that districts can use to indicate when students leave school. These periods include dropping out during the regular school year or failing to return for the fall semester. Of the 53,421 dropouts counted for the 1991-92 school year, 36,343 students dropped out during the regular school year. The second most frequent school district response indicates that 10,866 students failed to return in the fall semester after being promoted or placed at the next grade level. These responses also indicate that 4,768 students failed to return to school in the fall after being retained in grade. There were 1,210 students who completed Grade 12, but did not pass the Texas Assessment of Academic Skills (TAAS) exit-level exam and failed to return to school. The least frequent response indicated that 234 students failed to return to school during the regular school year after completing Grade 12. None of these 234 students passed the TAAS exit-level test, nor did they graduate from high school.

Dropouts and the TAAS Exit-Level Tests

One factor that may contribute to dropping out of school is low performance on the state's exit-level Texas Assessment of Academic Skills (TAAS) tests. Of the students in Grade 11 who took the TAAS exit-level tests in October 1992, almost half failed all or some part of this examination. Of the 184,023 juniors who took the tests, 41,757 students (23 percent) failed one part of the tests, 25,831 students (14 percent) failed two parts of the tests and 17,985 (10 percent) failed all three parts. A total of 85,573 students (47 percent) who took these tests did not pass one or more sections (TEA, 1992).

Districts reporting 37 percent or fewer of their students passing all three sections of these tests had an estimated longitudinal dropout rate of 28.26 percent. Districts reporting 57 percent or more of their students passing all parts of the test taken had an estimated longitudinal rate of 11.82 percent. If students who fail to master one or more sections of the TAAS tests are not immediately helped to be more successful on these exams, the likelihood that they will not graduate or drop out may also increase.

Projection of Cross-Sectional and Longitudinal Dropout Rates

The Texas Education Agency has estimated the projected cross-sectional and longitudinal dropout rates for the next five years, assuming no action will be taken by the state to reduce its dropout rate. To project these longitudinal rates, the assumption is made that the 1991-92 dropout rate will remain constant. The projected dropout rate is then calculated by subtracting the annual rate as a percentage from 1.00, and raising the resulting rate to the sixth power. Based on this information, the estimated dropout rate will remain relatively stable over the five-year period from 1992-93 to 1997-98. From 1992-93 to 1997-98, the state's estimated longitudinal dropout rates range from 20.74 to 20.89. Table 5 below illustrates these projected rates.

Table 5
Estimated Dropout Rates by Grade Level for 1992-93 through 1997-98

Grade Level	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
07	.77%	.77%	.77%	.77%	.78%	.78%
08	1.40%	1.40%	1.40%	1.41%	1.41%	1.42%
09	5.42%	5.46%	5.46%	5.45%	5.47%	5.47%
10	5.62%	5.50%	5.53%	5.53%	5.52%	5.54%
11	5.17%	5.29%	5.21%	5.23%	5.23%	5.22%
12	5.13%	5.21%	5.33%	5.24%	5.27%	5.27%
Event Rate	3.80%	3.82%	3.82%	3.81%	3.82%	3.83%
Estimated Longitudinal Rate	20.74%	20.84%	20.84%	20.79%	20.84%	20.89%

Data Summary

The data presented in this report show a consistent decline in the state dropout rate. However, they cannot be used to form conclusions about the reasons for this decline. The decrease in the state's dropout rate may be due to a number of factors, including the state's legislative initiatives, federal funding for dropout reduction programs, increasingly uniform dropout data collection through PEIMS, and the local efforts of school districts or other service providers. Dropout data for Texas school districts is presented in Appendix I of this document.

Several dropout data collection issues remain to be addressed. One area of concern is students' reasons for dropping out. More refined information on why students leave school would help educators plan programs and strategies to further reduce the dropout rate. Another area of concern is staff development and training in order to ensure more accurate coding of dropouts. This training could acquaint local educators with the state's dropout definition and provide procedures for more accurate determination of dropouts' reasons for leaving school.

The data as presented indicate several areas of critical concern which need to be addressed. First, a disproportionate number of ninth graders drop out of school; this tendency transcends gender and/or ethnicity. Second, while the dropout rate is decreasing, ethnic minority students continue to be overrepresented in the state's dropout statistics. Hispanic students are 2.2 times more likely to drop out of school than white students. African American students are almost two times (1.9) as likely to drop out of school as white students. Because ethnic minorities comprise the majority in the state's public education system, it is imperative that each local school's ability to graduate minority students is increased.

STATUS REPORT ON THE 1991 STATE PLAN TO REDUCE THE DROPOUT RATE

This section lists the 19 recommendations contained in the 1991 State Plan to Reduce the Dropout Rate and summarizes legislative actions, Agency leadership activities, and school district involvement which supported these recommendations.

The 1991 State Plan to Reduce the Dropout Rate contained 19 recommendations. The legislature took action on four of these recommendations. The Texas Education Agency conducted activities or managed funds in support of 17 of these recommendations. Recommendation #7, "*Existing at-risk entrance program criteria should be reviewed for uniformity and consistency across grade levels, and exit criteria should be established,*" remains to be addressed by statute and state board rule. This recommendation has been carried forward into the 1993-95 state plan to reduce the dropout rate. Implementation of Recommendation #18, "*The capability of the media to enhance public awareness of dropout prevention issues and strategies should be enhanced. The governor, lieutenant governor, and speaker of the house should appoint the statewide media task force on dropout prevention authorized by the 71st Texas Legislature,*" awaits the appointment of the statewide media task force.

The 1991 state dropout plan requested more than $200 million in new state funds. The state legislature did not appropriate any new monies, but instead redirected the use of state compensatory education funds for use by local dropout reduction programs. The State Compensatory Education allotment for FY 90-91 totaled $541.2 million. The FY 91-92 allotment totaled $674 million. Five million dollars from the Compensatory Education Allotment [Texas Education Code, §16.152] were earmarked for elementary counseling programs.

Recommendation #1, 1991 State Dropout Plan

The school-based services currently offered to teenage mothers should be increased to include teen parents, and the capability of such programs to provide cross-generational services should be enhanced.

Status: Two legislative actions were taken which provided support for this recommendation. First, funding for pregnancy-related services was transferred from special education programs to state compensatory education programs. Districts receive an allotment for pregnancy-related services of 2.41 while the student is pregnant, including six weeks after delivery. Approximately 3,000 students were counted for this funding weight. Available funds were often insufficient to provide all of the programs needed for school-age parents. Further, the transportation allotment did not provide funding to transport school-age parents and their children.

The second legislative action continued the funding of the state's Pregnancy, Education and Parenting (PEP) programs that had been initiated during the previous biennium. Ten million dollars per year were allocated for these programs. Two full-time Texas Education Agency personnel worked with 95 local PEP programs during the 1991-92 school year. During FY 91, approximately 5,000 teen parents took courses to earn academic credit for promotion or graduation. Fifty-six percent of these students were promoted or graduated (TEA, 1992). For the 1992-93 school year, 127 PEP programs are being implemented throughout the state.

Other initiatives have included experimental home economics parenting courses initiated by the Texas Education Agency's Division of Career and Technology Education, drug use prevention and parenting skills offered by the Agency's Drug Use Prevention Unit, and technical assistance to local practitioners sponsored by numerous departments throughout the Agency.

Recommendation #2, 1991 State Dropout Plan

Funding should be provided for programs which meet the unique academic needs of secondary students of limited English proficiency who are newcomers to the Texas public school system.

Status: In the 1990-91 school year, five school districts (Galveston ISD, Austin ISD, McAllen ISD, La Joya ISD, and Mt. Pleasant ISD) received federal Chapter 2 discretionary funds to provide services to secondary students who were of limited English proficiency and newcomers to the United States.

Additionally, the Division of Adult and Community Education administered State Literacy Impact Assistance grants (SLIAG) to serve students who qualified for amnesty as of 1992.

The Division of Career and Applied Technology Education administered funds provided through Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Part E-Tech-Prep Education federal allotment, to serve students in vocational education programs throughout the state.

Recommendation #3, 1991 State Dropout Plan

Responsible Education: A Coordinated Plan to Successfully Educate Students Whose School Success Has Not Been Adequately Assured Through General Education, a plan to address barriers to achieving educational excellence for all students, should be funded.

Status: The Texas Education Agency has developed a unit titled "Interagency Coordination Unit: Services to Children, Youth, and Families" to identify appropriate support services for students. These services include coordination of funding requests for collaborative partnerships. For example, the Agency and the Texas Department of Human Services have leveraged state funds to obtain a greater share of Medicaid funds to serve Texas students.

Recommendation #4, 1991 State Dropout Plan

Programs should be funded that maintain and increase the number of minority teachers and administrators to reflect the ethnic composition of the state.

Status: In the 1991-92 school year, the Division of Professional Development developed 21 alternative teacher certification programs. Approximately 50 percent of the 2,000 interns in these programs were from ethnic minority populations (12.5 percent African American and 31.5 percent Hispanic.) This program improved ethnic minority faculty representation in school districts across the state.

Recommendation #5, 1991 State Dropout Plan

Regional training and technical assistance should be provided to school district at-risk coordinators concerning their institutional roles, responsibilities, and resources.

Status: In 1992, the annual *Texas Conference on Students in At-Risk Situations* attracted more than 1,700 participants. Additionally, regional education service center staff received Agency training on dropout prevention and compensatory education guidelines, programs and funding options.

Recommendation #6, 1991 State Dropout Plan

Strategies should be implemented for improving communication between teachers/administrators and the at-risk students they serve.

Status: The Texas Dropout Information Clearinghouse (now incorporated into the Agency's Clearinghouse for Successful Practices) collected information on dropout programs and services and on prevention and recovery strategies for various categories of students at high risk of dropping out of school. The Clearinghouse disseminated this information to school districts, local service providers, and the state agencies which comprise the Interagency Coordinating Council on Dropout Prevention and Recovery. The Clearinghouse provided technical assistance, maintained a computerized data base of programs, published practitioner guides on

a variety of research issues related to dropouts and students in at-risk situations, and disseminated information on programs, strategies, and resources which have been effective in keeping students in school. It also responded to over 8,000 requests for services during the biennium.

Recommendation #7, 1991 State Dropout Plan

Existing at-risk entrance program criteria should be reviewed for uniformity and consistency across grade levels, and exit criteria should be established.

Status: These issues still need to be addressed. There are several concerns relating to the "at-risk" criteria created by the wording of Texas Education Code, §11.205(c), Dropout Reduction Program, and §21.557, Compensatory and Remedial Instruction, that if changed, would result in greater flexibility to serve students at the district and campus level. The existing criteria are often confusing to districts because they are not consistent across grade levels or between statutes. For example, a student of limited English proficiency (LEP) is considered to be "at-risk" in Grades Pre-K through 6, but not at Grades 7 through 12, unless districts adopt LEP status at these grade levels as local at-risk criteria. Students who are homeless are recognized as "at-risk" by the State Board of Education rule (19 TAC §75.195), but are not addressed in statute.

Recommendation #8, 1991 State Dropout Plan

A process of critically assessing the impact that policies and practices have on students is needed in order to eliminate the barriers to student success which result in dropout behaviors.

Status: The High School Equivalency Examination Pilot Program, administered by the Division of Adult and Community Education, has collected data for over two years regarding the characteristics and dropout behaviors of Texas students. A summary of findings was published in Expanding the Boundaries: Pilot Programs Established by the 71st Texas Legislature (TEA, 1992). This report indicated that the 11 pilot programs evaluated during FY 90 operated for less than half of the

spring semester; therefore, relatively few students participated during that year. However, of the 71 students who did participate, 37 (52 percent) passed the GED exam by midsummer and the progress of another 11 (15 percent) was on schedule for completion of their GED. Therefore, two-thirds of the participants either completed or could be expected to complete the equivalent of a high school diploma.

Evaluation data for these pilots in FY 91 came from 56 local programs, including the 11 that had operated in FY 90 and 45 programs that began operation in FY 91. A total of 1870 students participated in these programs. Twenty-eight percent were high school dropouts before coming into the program. Since 28 percent of the participants were also parents and 14 percent were full-time employees, attendance sometimes suffered. The attendance rate ranged from 51 percent to 64 percent. At least 68 percent of the program participants took at least one part of the GED exam. Of that number, 60 percent were eligible for a GED certificate.

Recommendation #9, 1991 State Dropout Plan

Amend Texas Education Code §21.031(d), Admission, by adding a provision that a student's eligibility to attend public school in a particular district be determined on an individual basis and by requiring only reasonable evidence, given the financial, social, and personal situation of the student's caregiver.

Status: The 72nd Texas Legislature passed House Bill 103, which amended Section 21.031 of the Texas Education Code. This legislation is related to the admission of children to the public schools. These amendments have important implications for school district policies related to student enrollment. First, the provision amending Section 21.031(c)(4) states that homeless children are eligible for school enrollment. Second, the provision of House Bill 103 that amends Section 21.031(d) ensures that any child who is not living with his/her parents is eligible for enrollment as long as the child's presence in the school district is not for the primary purpose of participating in extracurricular activities. Districts were notified of these changes on December 13, 1991.

Recommendation #10, 1991 State Dropout Plan

Mentorship, whether through role-modeling by community members, cross-age tutoring, peer tutoring, or staff involvement should be implemented at campuses in districts where the dropout rate exceeds the state's goal for that year.

Status: The State Board of Education's policy statement on Middle Grade Education refers to a system of effective student support that exhibits a culture of respect and caring and promotes a feeling of self-worth, self-confidence and personal efficacy. Effective middle schools as described in this policy provide advisory periods so that every student has at least one adult mentor and a guidance counselor. Personnel in middle grade schools are positive role models for young adolescents.

The Division of Career and Technology Education has youth leadership organizations which foster cross-age tutoring, peer tutoring and staff involvement. There has been much evidence that these practices not only improve student learning but promote the self-esteem of both students who are provided with the service and those that serve as tutors.

In addition to the Texas Education Agency's activities, the Peer Assistance Network of Texas (PAN-TX) program began in 1987 as a replication of the Peer Assistance and Leadership program that originated in the Austin Independent School District. This program is devoted to the promotion, development and support of quality peer assistance programs throughout Texas. It provides a variety of programs to over 300 school districts. The high level of interest in this program is evidenced through extensive statewide participation in its annual conferences. Participating students are now able to receive credit for this course. Funding for PAN-TX is provided through federal Tobacco, Alcohol and Drug Abuse monies.

Recommendation #11, 1991 State Dropout Plan

Each school district should identify and implement strategies to reduce the difficulties students experience in the transitions from early childhood programs to the primary level, from upper-elementary to middle school, from middle school to high school, from high school to postsecondary education or employment, and in the processes of interdistrict transfers and dropout recovery.

Status: Since 1989, Texas has been a part of the national Middle Grade State School Policy Initiative (MGSSPI), supported by continuing grants from the Carnegie Corporation of New York. This initiative is designed to improve the life skills of adolescents. The Texas Task Force on Middle School Education spent a year examining the status of adolescents in the state. Their recommendations were published in a document titled Spotlight on the Middle. These recommendations formed the basis for the State Board of Education's Policy Statement on Middle Grade Education and Middle Grade Schools, adopted in September 1991. This policy set forth a vision, philosophy, goals and recommendations for the restructuring of Texas middle schools.

In addition, the state's high schools have received the State Board of Education's policy statement on high school education, which also contains goals for restructuring. One aim of elementary, middle, and high school restructuring will be to encourage parents, educators, policymakers, and businesses to work together in helping all students succeed in school.

Recommendation #12, 1991 State Dropout Plan

Guidelines, rules, and funds should be provided for the implementation of ungraded primary (Pre-K through Grade 3) configurations.

Status: In May 1991, the State Board of Education approved changes in 19 Texas Administrative Code §75.141 to provide guidance to districts wishing to implement mixed-age and other flexible learning approaches in Grades pre-kindergarten through 6. The changes in these rules encourage districts to use interdisciplinary approaches.

Recommendation #13, 1991 State Dropout Plan

Funds should be provided for guidance programs on all elementary campuses.

Status: House Bill 1777 added Subchapter V to Chapter 21 of the Texas Education Code and amended Texas Education Code, §16.152. This legislation directed the commissioner of education to withhold $5 million from the Compensatory Education Allotment per year. These funds are distributed to districts with high concentrations of students in at-risk situations. Districts receiving funds under the provisions of this legislation may employ at least one counselor for every 500 elementary school students. Evaluation data from this effort will be available in December 1993.

Also, Drug Free Schools and Community funds, available to all school districts, provide campuses with counselors, curriculum, speakers, support groups, parent programs, outreach programs, and community education programs. Districts receiving these funds must develop a comprehensive drug prevention program to combat tobacco, alcohol and other drug use.

Recommendation #14, 1991 State Dropout Plan

Regulations providing for flexible scheduling and competency-based award of credit (19 TAC §75.169(b), relating to Award of Credit, Grades 9-12), should be more widely utilized by districts as dropout prevention and recovery strategies.

Status: Through the Agency's waiver process, school districts have been given more flexibility regarding scheduling. Several programs have adopted competency-based award of credit options. Examples include the 20 competency-based high school diploma programs offered by adult education cooperatives throughout the state. In addition, many local alternative education programs and approximately 50 percent of the state's Pregnancy, Education and Parenting (PEP) projects have incorporated flexible scheduling and competency-based award of credit.

Recommendation #15, 1991 State Dropout Plan

Technical preparation education programs developed as a result of consortiums between local education agencies and postsecondary institutions should be enhanced through legislation and fiscal change providing for (1) substitution of appropriate courses for graduation requirements; (2) funds to assist in start-up costs of such programs; (3) the expansion of 2+2+2 programs which promote linkages to higher education; and (4) vocational programs which promote apprenticeship education toward postsecondary employment planning.

Status: During the 1990-91 school year, approximately $4.9 million in Carl D. Perkins federal vocational education funds were made available for over 400 tech-prep programs throughout the state. These programs were established through a joint effort among the Texas Higher Education Coordinating Board, Texas Department of Commerce and the Texas Education Agency. One full-time Texas Education Agency staff person currently provides statewide leadership for local tech-prep programs.

Recommendation #16, 1991 State Dropout Plan

Alternative instructional approaches such as Continuous Progress, Accelerated Learning Strategies, and Alternative Academic Campuses should be fostered through fiscal incentives.

Status: Through a Request for Applications (RFA) process, the Division of Accelerated Instruction provided 15 campus teams with the opportunity to receive training in the Accelerated Schools approach. After completing this training, these campuses received continued assistance from regional education service center, university, and Texas Education Agency personnel. Through statewide workshops and conferences, school districts are encouraged to use state compensatory education funds for alternative instructional approaches that help to ensure the academic success of students in at-risk situations.

Campuses participating in the Chapter 1 Joint Planning process have been encouraged to examine alternative strategies for delivering services. In addition, six pilot programs on Cooperative Learning and/or Continuous Progress were funded

through Chapter 2 funds. State board rules on state compensatory education programs and funds were sunsetted and readopted.

The 71st Texas Legislature established seven pilot program initiatives to improve academic performance and reduce the dropout rate for the biennium. *Academic Programs for Children Below Grade Level* is the only one of these pilot programs that has been extended through the 1992-93 school year. The first biennium of funding for this program awarded 13 districts with funds to implement creative programs for children performing below grade level in Grades 1 - 3. About 700 students benefitted from these local programs. For the 1992-93 school year, six programs were eligible to continue their pilot programs. Approximately $500,000 of state compensatory education funds were allotted annually for these programs.

The Drug Use Prevention Program, administered by the Agency's Drug Prevention Unit, identifies and rewards schools for providing a comprehensive drug education initiative through the Drug Free Schools Recognition Program. For the past four years, Texas has led the nation in the number of schools which have been recognized for their exemplary comprehensive drug prevention programs. Program staff were invited to participate in the annual Drug Use Prevention Conference and visit Washington, D.C. for a personal reception with the President of the United States in recognition of their efforts.

Recommendation #17, 1991 State Dropout Plan

Legislation and funding should be provided to support initiatives reflecting recommendations in the national study, Turning Points: Preparing American Youth for the 21st Century.

Status: A grant from the Carnegie Corporation of New York is making it possible for the Agency to implement a statewide middle school mentorship system. This program focuses on the concept of schools helping other schools. In less than nine months, the Agency's middle school initiative has grown from 80 to over 619 network schools. This middle school mentorship system is the largest restructuring network in the nation.

Likewise, the state's emerging high school mentorship system has 18 mentor schools and 150 network schools. The recently-initiated elementary school mentorship system has 30 mentor schools that serve as resources to network schools.

Recommendation #18, 1991 State Dropout Plan

The capability of the media to enhance public awareness of dropout prevention issues and strategies should be enhanced. The governor, lieutenant governor and speaker of the house should appoint the statewide media task force on dropout prevention authorized by the 71st Texas Legislature.

Status: To date, a complete task force has not been appointed.

Recommendation #19, 1991 State Dropout Plan

Existing models for effective programs which explore collaboration with community agencies to implement comprehensive dropout prevention and recovery programs for at-risk students and their parents (including health, job training, and social services) should provide the basis for widespread implementation through fiscal support.

Status: The Interagency Coordinating Council on Dropout Prevention and Recovery developed and distributed its compendium of services and programs to each of its local agencies. This publication describes services, programs, eligibility, and funding criteria for each member state agency.

In addition, the Texas Education Agency has subcontracted with the Texas Employment Commission to expand the number of campuses that operate Communities in Schools projects.

The Texas Dropout Information Clearinghouse, which has been incorporated into the new Clearinghouse for Successful Practices, has produced nine practitioner guides for local school districts and the state's Job Training Partnership Act (JTPA) system. The new Clearinghouse for Successful Practices will continue this

initiative with the development of four research papers which address several of the most critical issues currently facing Texas youth and the educational and job training systems which serve them.

Successful Practices Clearinghouse staff have also developed and will disseminate a school-to-work transition report highlighting a number of Texas programs.

RECOMMENDATIONS FOR THE 1993-95 STATE PLAN TO REDUCE THE DROPOUT RATE

The proposed 1993-95 State Plan to Reduce the Dropout Rate is a blueprint for lowering the state's dropout rate and improving student achievement. The plan has 20 recommendations, which are presented as follows. The recommendations are divided into four prioritized headings. "Recommendations for Continued Action by the Texas Education Agency" relates to activities that the Agency initiated during the last two years. These initiatives should be continued. Category 2, "Recommendations without Fiscal Implications" contains suggestions to amend or repeal statutes or promote programs that have proven to be effective in reducing the number of school dropouts. "Recommendations with Immediate Fiscal Implications" refers to recommendations which contain fiscal requests for FY 1994-95. "Recommendations with Long-Term Fiscal Implications" consists of several recommendations that have been deferred beyond FY 1994-95, due to the limited availability of fiscal resources. An overview of these recommendations is presented in Appendix II of this document.

Recommendations for Continued Action by the Texas Education Agency

Recommendation #1: *Tech-Prep Initiatives*

1993-95 State Dropout Plan

The Problem: The expectation that academic training connects to positive outcomes after graduation may not exist for students in at-risk situations. Consequently, many of these students drop out before completing high school. To address this issue, Tech-Prep programs focus on developing clearly-defined articulation agreements with coherent graduation plans between public schools and community and technical colleges. Texas provides all Tech-Prep consortia with labor market information generated by the state's Quality Work Force Planning Committees. The primary function of these committees is to analyze all regional labor markets in Texas, including those along the Mexican border, and to identify major industries with the greatest potential for job openings. Tech-Prep programs are then designed to provide students with training for targeted occupations within those industries.

The Solution: *Encourage Tech-Prep programs to include: (1) grade-level academic courses taught with applied methodologies, (2) funds to assist in start-up costs of such programs, (3) the expansion of six-year plan programs promoting linkages to higher education, and (4) postsecondary employment planning designed through vocational apprenticeship programs for smoother school-to-work transitions.*

Fiscal Implications: Encourage districts to use their allotment of Carl D. Perkins Vocational Education monies to establish technical preparation and apprenticeship programs.

Source: Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act Amendment, Part E-Tech-Prep Education.

Recommendation #2: *Family and Community Support*

1993-95 State Dropout Plan

The Problem: The Texas Education Agency recognizes the need to assist communities in strengthening family support systems. Schools that are successful with students in at-risk situations often attribute their success to family and community support activities. According to Dougherty (1990), when parents are involved with their children's schools, student achievement and attendance rise. Dougherty found that with family and community supports in place, there is a reduction in the dropout rate and improvement in student motivation and self-esteem.

The Solution: *The Texas Education Agency will provide technical assistance to districts and community organizations on successful strategies and model programs designed to provide a network of family supports.*

Fiscal Implications: Funding is requested in the current Legislative Appropriations Request.

Source: The Agency's current funding source for this activity is General Revenue monies, Chapter 1 funds and federal Special Education Administrative monies.

Recommendation #3: *Excellence and Equity*

1993-95 State Dropout Plan

The Problem: The goal of the Texas Education Agency in its 1992-98 strategic plan is excellence and equity for all students and learners served by the state's public education system. Excellence is defined as performance that meets or exceeds real world requirements, as specified by exit outcomes. Equity is defined as attainment of the same exit outcomes by all population groups.

The results from administration of the 1991-92 Texas Assessment of Academic Skills (TAAS) tests indicate that excellence and equity have not

yet been achieved. For example, third grade students from low-income families scored below the state average by at least 12 percent on the reading, mathematics and writing portions of the TAAS tests. One strategic planning goal of the Agency is that 90 percent of all students who take the TAAS tests in 1997-98 will achieve mastery. To achieve this goal, additional resources, incentives and technical assistance will be required. The Agency, regional educational service centers and local school districts need to collaborate to achieve both excellence and equity in student learning outcomes. Activities to support the achievement of excellence and equity as defined by the Agency's goal and objectives in its strategic plan should be planned and implemented.

The Solution: *The Texas Education Agency will implement strategies and programs in support of its goal of excellence and equity for all students and learners served by the state's public education system.*

Fiscal Implications: Funding is requested in the current Legislative Appropriations Request.

Source: Support for its strategic planning goal of excellence and equity is an Agency-wide activity that utilizes funds from a variety of state and federal sources.

Recommendations without Fiscal Implications

Recommendation #4: *Role Modeling*

1993-95 State Dropout Plan

The Problem: The lack of peer or adult role modeling is an unfortunate reality for many students who are at risk of dropping out of school. Role models can provide assistance with assignments and resources as well as interactions with people from different occupations and social environments (Smink, 1990). In essence, role models are interested in the personal as well as the academic development of students.

Districts that implement campus-level role modeling programs have reported successful results. For example, effective school-based programs include HOSTS (Help One Student to Succeed), KIT (Keeping in Touch with Students), and POP (Parent Opportunity Program) (Smink, 1990). The Valued Youth Partnership Program, a cross-age tutoring initiative developed by the Intercultural Development Research Association (IDRA), has been evaluated as one of the ten best programs in the nation, and has received the Drucker award for excellence (IDRA, 1991). Role modeling is an important dropout prevention strategy (Smink, 1990).

The Solution: *Peer or adult role modeling, through community members, cross-age tutoring, peer tutoring, or staff involvement should be implemented at campuses that fall below 40 percent mastery on all state assessment tests taken.*

Fiscal Implications: It is recommended that districts use Drug Free Schools, Chapter 2, or state compensatory education funds to implement peer or adult role modeling programs.

Recommendation #5:
1993-95 State Dropout Plan

Flexible Scheduling and Competency-Based Award of Credit

The Problem: Some students may feel there are no alternatives to completing school, even though flexible scheduling, competency-based award of credit, and other means of earning course credit are authorized by the state. In order to provide every avenue for meeting the diverse academic needs of secondary students in at-risk situations, districts are encouraged to implement flexible scheduling or competency-based award of credit programs. Thus students who need to restructure their academic schedules will have the opportunity to complete their schooling before becoming frustrated and dropping out.

The Solution: *Use 19 TAC §75.169(b), flexible scheduling and competency-based award of credit (Award of Credit, Grades 9-12) as dropout prevention and recovery strategies.*

Fiscal Implications: None.

Recommendation #6:
1993-95 State Dropout Plan

Clarify Entry/Exit Criteria for Dropout Reduction Programs

The Problem: There are several issues relating to "at-risk" criteria created by Texas Education Code, §11.205 (c), Dropout Reduction Program and by §21.557, Compensatory and Remedial Instruction, that if changed, would result in greater flexibility to serve students in at-risk situations at the district and campus level. An additional concern is the need for redirection of scarce resources to those students that are in danger of actually dropping out of school.

First, the existing criteria are often confusing to districts because they are not consistent across grade levels or between statutes. For example, a

student of limited English proficiency is defined to be in an at-risk situation in Grades Pre-K through 6, but not at Grades 7 through 12 unless the districts adopt this level as a local criteria. Students who are homeless are recognized as "at-risk" by the state board rule (19 TAC §75.195), but not in state statute.

Second, although state board rules allow districts to remove a student from the "at-risk" list, few districts actually exercise this option (Impact of Educational Reforms on Students in At-Risk Situations, Texas Education Agency, 1992). By amending the statutes, (Texas Education Code, §11.205, Dropout Reduction Program, and §21.557, Compensatory and Remedial Instruction) districts could be encouraged to exit students from the "at-risk" list who are determined at the local level to no longer be in danger of dropping out of school.

Third, the state advisory committee for the development of this plan recommended deleting students at the Pre-K through second grade level from all of the state's mandated criteria for identification of students in at-risk situations, because the term "at-risk" may have a negative impact on the performance of these children. The committee noted that a child's development at this age is marked by erratic spurts and uneven growth, making it counterproductive to predict which students eventually might drop out of high school.

The Solution: *Modify statutes pertaining to students in at-risk situations and dropouts [Texas Education Code, §11.205(c), Dropout Reduction Program, §16.152, Compensatory Education Allotment, and §21.557, Compensatory and Remedial Instruction] in a way that achieves greater consistency and identifies exit criteria for local programs.*

Fiscal Implications: None.

Recommendation #7:
1993-95 State Dropout Plan

Eliminate the 80-Day Attendance Rule

The Problem: Currently, Section 21.041 of the Texas Education Code requires that students attend class at least 80 days per semester to obtain credit. When this requirement is not met, districts must form committees to hear appeals, grant credit for unusual incidences, and adopt local policies on ways to make up or regain credit. Varying conditions and calendars of school districts may make it difficult for some students to comply with the 80-day rule. For example, the days in a semester are often arranged differently across districts. Many districts also operate year-round schools.

Further, an interim evaluation study published by the Texas Education Agency (TEA, May 1992) recommended that students be given the opportunity to recover credits lost due to absences by giving them the option of credit by exam. This report also suggested that more emphasis be placed on making up work rather than on making up seat time. An amendment to existing statute would lift this prohibition and increase districts' options for addressing the needs of students in at-risk situations.

The Solution: *Amend the 80-day minimum attendance requirement (Section 21.041, Texas Education Code) directing the State Board of Education to adopt rules that establish minimum attendance periods for school districts.*

Fiscal Implications: None.

Recommendation #8:
1993-95 State Dropout Plan

Incorporate the State Plan to Reduce the Dropout Rate into the Agency's Strategic Plan

The Problem: In 1987, House Bill 1010 amended Texas Education Code, §11.205(d), Dropout Reduction Program, which mandated the Texas Education Agency to develop a state plan to reduce the dropout rate each odd-numbered year, and present this plan to the governor, lieutenant governor and speaker of the house of representatives. Beginning in 1992, the legislature also required the Texas Education Agency to produce a six-year strategic plan, which should also include dropout reduction activities. Duplication in reporting dropout reduction efforts can be circumvented by the development of a single plan (the more comprehensive strategic plan) that identifies the measurable outputs of the Agency's dropout prevention efforts.

The Solution: *Repeal Texas Education Code, §11.205(d), Dropout Reduction Program, and incorporate dropout reduction activities into the Texas Education Agency's strategic plan.*

Fiscal Implications: None.

Recommendation #9:
1993-95 State Dropout Plan

Consolidate Local Planning and Reporting Requirements

The Problem: Districts and campuses are required to develop separate improvement plans under a number of existing planning and reporting requirements. It is recommended that these separate requirements be replaced with a single district and campus improvement plan.

The Solution: *Delete the separate planning requirements for districts and campuses (Texas Education Code, §21.7532, Campus Performance Objectives, §11.205 (c), Dropout Reduction Program, §14.065, Technology Plan, §21.701, Adoption and Approval of Discipline Management Programs, §11.208, Inservice Training and Preparation, and §16.052, Operations of Schools; Teacher Preparation and Staff Development) and replace with a single local district and campus improvement plan.*

Fiscal Implications: None.

Recommendation #10: 1993-95 State Dropout Plan

Fund Innovative Strategies on At-Risk Campuses

The Problem: Districts with high dropout and student retention rates need innovative approaches to bring about better learning outcomes. In a 1989 report by Slavin and Madden, instructional practices were analyzed for effectiveness. These researchers outlined three features of effective programs for students in at-risk situations. These programs: (1) were comprehensive, (2) had intensive preventive and remedial strategies, and (3) periodically analyzed student progress and adjusted the curriculum accordingly.

Another innovative approach is accelerated instruction. Accelerated instruction builds on the strengths of both teachers and students in order to enhance the educational opportunities of all children by the time they complete elementary school (Levin, 1987). Texas schools are actively testing new accelerated methods to increase student success. Additional resources are needed in order to continue these efforts.

The Solution: ***Refocus innovative grant funding for instructional approaches such as continuous progress, accelerated learning strategies, and alternative academic campuses, with priority given to districts where the dropout rates exceed the state average.***

Fiscal Implications: These funds may be provided through the Public Education Development Fund (Texas Education Code, §11.271, Public Education Development Fund).

Recommendations with Immediate Fiscal Implications

Recommendation #11: *Extension of the School Year*

1993-95 State Dropout Plan

The Problem: Since every student does not learn at the same pace, the traditional school calendar is often obsolete. Research shows that students who fail a grade in the early years often eventually drop out. In fact, Phlegar (1987) states that by the end of the third grade, it is possible to identify which students will eventually leave school. Rather than failing a student for not grasping academic concepts within a specified number of days, districts should allow additional days as needed for all children to succeed in school.

The Solution: *Redefine compulsory attendance (Texas Education Code, §21.032, Compulsory Attendance) for Grades 1 - 8 to provide additional days of school to students who would otherwise be retained.*

Recommended: Phase-in program by providing for students in Grades K - 4 in 1993-94, and expand to Grades K - 8 in 1994-95.

Fiscal Implications: FY 1994: $407 million FY 1995: $749 million

For 1993-94, allow school districts to earn up to 30 additional half days of ADA for instructional purposes so they can voluntarily extend the school year for students who are in danger of failing.

Recommendation #12:
1993-95 State Dropout Plan

Recruitment of Minority Educators

The Problem: For the 1990-91 school year, the number of ethnic minority students in Texas surpassed the number of white students for the first time. The presence of successful minority role models whether as teachers, administrators or community members can play a powerful role in increasing the educational aspirations of minority students. However, there is a scarcity of minority teachers and administrators on Texas school campuses. In 1991-92, there were 212,756 teachers, of whom more than 75 percent were white. The percentages of minority teachers were 14 percent Hispanic, 9 percent African American, 0.3 percent Asian American, and 0.1 percent American Indian. The gender breakdown for these teachers was 78.5 percent female and 21.4 percent male.

For the state's 16,853 school administrators, the trend remained the same, 74 percent white and approximately 26 percent ethnic minority. Funding should be provided to maintain and increase the number of minority teachers and administrators to reflect the ethnic composition of the state's student population.

The Solution: *Fund programs that increase the number of minority teachers and administrators to reflect the ethnic composition of the state.*

Fiscal Implications: FY 94: $2 million FY 95: $2 million

Recommendation #13:
1993-95 State Dropout Plan

Agency Dropout Evaluation Studies

The Problem: The Agency has been using federal Chapter 2 funds to conduct ongoing evaluations on the impact of educational reforms on students in at-risk situations. Reforms such as the 80-day rule (Texas Education Code, §21.041, Absences), the driver's license statute (Article 66876, Vernon's Texas Civil Statutes), and the no-pass, no-play statute [Texas Education

Code, §21.920 (b), Extracurricular Activities] have been the focus of this research. Continued evaluation of the impact of educational policies and practices on students in at-risk situations is needed to ascertain whether these measures are having the intended effect. Since Chapter 2 funds will not be available for these purposes after this year, a new funding source is needed.

The Solution: *Provide funding for an ongoing Texas Education Agency evaluation function to assess the impact that policies and practices have on students in at-risk situations.*

Fiscal Implications: FY 94: $100,000 FY 95: $400,000

Recommendation #14: *Programs for Expelled Youth*

1993-95 State Dropout Plan

The Problem: An estimated 7,000 students are expelled from Texas schools each year. Most of these students have gone through a lengthy disciplinary process before reaching this point. Expelled or truant students are often drawn to other pursuits, such as minimum wage jobs or gang activities, since many members of this population are impoverished. After a pattern of repeated absences from school is established, delinquent activities become increasingly probable.

Expelled and/or truant students are often linked with criminal and delinquent activity, according to a recent criminal justice report, Balancing the Scales, (Office of the Governor, 1992). If delinquent activities occur on a school campus, school policy requires expulsion, thus perpetuating the possibility that further delinquent activity will occur. An interdisciplinary group sponsored by the Texas Education Agency, the School Safety Roundtable, has recommended that funding be made available to provide educational services for expelled youth. These services could break the cycle of truancy, criminal justice involvement and increasing delinquent activity by reclaiming youth into the state's public education system.

The Solution: *Establish model regional and other types of programs for students expelled from school, students who have dropped out, and students ages 17 - 21 who have five or fewer credits to gain skills needed in the real world.*

Fiscal Implications: FY 1994: $25 million FY 1995: $25 million

Recommendation #15: 1993-95 State Dropout Plan

Elementary, Middle, and High School Restructuring

The Problem: Part of Texas' strategic plan for 1992-98 focuses on restructuring the state's elementary, middle, and high school campuses. The aim of this restructuring is to improve the achievement of all students and close the achievement gap among various demographic subpopulations. Presently, there is an urgent need for such change at all levels. Concepts of school restructuring include acceleration as opposed to remediation and teaching based on student strengths.

Another strategy is access to comprehensive health and wellness education and support services. Without these early interventions, especially during the elementary years, the external pressures to which elementary school children are increasingly vulnerable can result in underachievement, school disinterest, classroom disruption, truancy, and ultimately dropping out.

The Agency's middle school initiative is based on the Carnegie Foundation report on middle schools, Turning Points: Preparing American Youth for the 21st Century and the report of the Texas Task Force on Middle School Education, Spotlight on the Middle. These reports found a volatile mismatch between the organization and curriculum of middle grade schools and the social, intellectual and emotional needs of young adolescents. Since the dropout issue does not begin or end with the middle school, strategies

for transitions that ensure success should be implemented from the elementary through the middle and high school levels.

The traditional goals of many high schools are often no longer working. Basic knowledge of academic subjects coupled with good citizenship and marketable skills will not be sufficient for success in the workplace of the coming century (TEA, 1992). The Texas Education Agency's High School Task Force states that graduates in the next century will have to handle diverse information, perform complex tasks and continue to learn in a rapidly changing world and workplace. One major concern of this Task Force is the consistent decline in the academic performance of ethnic minority students. A critical need is to find ways to keep all students in school until graduation.

One aim of the Division of Elementary, Middle and High School Education is to identify mentor sites who have restructured and are willing to provide statewide leadership to a network of their peers by sharing effective practices. Mentor sites will receive stipends to serve as demonstration sites, provide professional development and offer technical assistance to network schools.

The Solution: *Review, approve and provide support for the state's elementary, middle and high school restructuring initiatives.*

Fiscal Implications: Stipends from the Professional Development Fund could be given to selected mentor schools. The projected cost for institutionalizing a statewide mentor network would total approximately $3.5 million for FY 94 and FY 95, based on approximately 215 elementary, 80 middle, and 80 high school mentor sites.

Recommendation #16:
1993-95 State Dropout Plan

Professional Staff Development

The Problem: Educators are often concerned about the small amount of time provided for effective campus-based professional staff development and collaboration. Presently, many teacher contracts allow for approximately three days for professional staff development, which does not provide adequate time to address (1) the use of site-based decision-making committees, (2) the design of professional staff development sessions to improve student achievement, and (3) use of the reflective process regarding professional practices and individual research. Extending contracts for more professional development time would increase exposure to methodologies shown to increase the likelihood that students will remain in school until graduation.

The Solution: *Extend teacher contracts to increase professional development time by five days per year to 20 days in FY 1997.*

Fiscal Implications: FY 94: $181 million FY 95: $370 million

Recommendations with Long-Term Fiscal Implications

Recommendation #17:
1993-95 State Dropout Plan

Provide Secondary Programs for Immigrant LEP Students

The Problem: Whether in urban areas, border regions, or isolated rural communities, many secondary schools are struggling with the need to adapt instructional programs to the diverse linguistic, cultural and educational backgrounds of immigrant youth. Immigrant students are identified as those who are not born in any American state and who have been attending school in one or more states for less than three complete academic years.

There are a total of 41,332 immigrant students in the state of Texas (PEIMS, 1991). These students are concentrated in 55 school districts throughout the state (see Appendix III). For these students to achieve a satisfactory level of performance in a society that is based on English language instruction, new funding sources should be made available for the additional programs that are needed.

The Solution: *Funding should be provided for programs which meet the unique academic needs of secondary immigrant students of limited English proficiency.*

Fiscal Implications: To be determined for future legislative sessions.

Recommendation #18:
1993-95 State Dropout Plan

Expand Services for School-Age Parents

The Problem: The Compensatory Education Allotment, (Texas Education Code, §16.152) allows districts to provide educational and support services only to pregnant female students. Approximately 3,000 students received services in 1991-92. Current funding levels are insufficient to provide programs for all of the state's school-age parents, even though the likelihood of dropping out of school increases after the birth of a child. The lack of child care, transportation, and other needed services are a major concern for school-age parents, who often feel forced leave prior to high school education when faced with these issues.

The Solution: *Amend Texas Education Code, §16.152, Compensatory Education Allotment, §21.114, Parenting Program, and §21.557(f), Compensatory and Remedial Education, to include school-age parents (male as well as female).*

Fiscal Implications: Due to the substantial costs associated with implementing this recommendation, this appropriations request has been deferred to FY 96-97.

Recommendation #19:
1993-95 State Dropout Plan

Enhance Elementary Student Support Services

The Problem: Evaluations (TEA, 1992) show that elementary guidance programs provide a strong social and academic support system for young students in at-risk situations. Without these early interventions, the external pressures to which elementary school children are increasingly vulnerable may result in underachievement, school disinterest, classroom disruption, truancy, and ultimately, dropping out. Many districts are implementing counseling strategies by hiring social workers, counselors, or child development

specialists to help keep students in school. Positive results have given districts the incentive to continue trying these innovative approaches.

The Solution: *Funds should be provided for student support services on all of the state's elementary campuses.*

Fiscal Implications: Long-term recommendation: $47,250,000 for the biennium, FY 96 and FY 97. These funds could be provided under the Foundation School Program.

Recommendation #20: *Increase Family Literacy Programs*

1993-95 State Dropout Plan

The Problem: School children in Texas continue to perform significantly lower on standardized achievement tests than many of their counterparts in other states. While small gains have recently been made in the test scores of low income and ethnic minority children, there is much room for improvement.

Effective schools research and other studies have shown that involving parents in their children's education improves student achievement. This literature states that it is the family which provides children with their primary educational environment. When parents enroll in literacy classes, they become role models for their children and provide a positive message on the importance of attending school.

Many of the parents who could benefit the most from parent involvement activities are likely to be single or employed in low-paying, unskilled labor positions which allow no little or time off, even for illness. If these parents miss just a few hours of work, it could result in the loss of a job or other family hardships. Consequently, many parents' participation in their children's education is extremely difficult because of the family's economic condition. Without paid leave time, the cycle will likely continue.

The Solution: *Improve the environment and support systems for students by establishing family literacy/parent involvement programs.*

Fiscal Implications: To be determined for future legislative sessions.

Conclusion

Texas educators have made steady progress in reducing the state's dropout rate. Beginning in 1987, the number of dropouts has declined for four consecutive years. While the number of dropouts in the 1990-91 and 1991-92 school years remained about the same, there has been a significant decline over the five-year period from a high of 91,307 (34.03 percent) dropouts in 1987-88 to a total of 53,421 in 1991-92.

The data contained in this report indicate several areas of critical concern that remain to be addressed. First, a disproportionate number of ninth graders drop out of school; this tendency transcends gender and ethnicity. Second, while the state's dropout rate is decreasing, ethnic minority students, especially Hispanic and African American students, continue to be overrepresented in the number of dropouts. It is imperative that each school's ability to graduate minority students is increased. Third, long-term investments in activities that reduce school-age pregnancy and increase the graduation rate for secondary immigrant students are strongly recommended.

The 1993-95 State Plan to Reduce the Dropout Rate encompasses Texas' educational goal of excellence and equity for all students and learners served by the state's public education system. The plan outlines 20 recommendations that each address at least one of the State Board of Education's goals for public education as referenced in its long-range plan (Quality, Equity, Accountability: Long-Range Plan for Public Education 1991-1995).

As can be seen from the information reported in this plan, state and local educators have been involved in a variety of exciting and innovative programs and strategies designed to reduce the dropout rate and increase student achievement since the publication of the 1991 state dropout plan. However, much work remains to be done. The goal of a 5 percent longitudinal and cross-sectional dropout rate by the 1997-98 school year will require continued efforts as well as a variety of new programs and strategies. More important, each child in the Texas public education system is a precious resource which cannot be wasted.

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APPENDIX I
School District Dropout Data

DISTRICT DETAIL
DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

08:42 FRIDAY, MARCH 26, 1993

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
STATE RECORD	**** STATE TOTALS ****	17,745	9,370	25,320	852	133	53,420	1,406,838	3.80	20.73
ANDERSON COUNTY	CAYUGA ISD	6	0	0	0	0	6	236	2.54	14.32
	ELKHART ISD	8	0	0	0	0	8	445	1.80	10.31
	FRANKSTON ISD	12	3	0	0	0	15	319	4.70	25.10
	NECHES ISD	4	0	0	0	0	4	108	3.70	20.26
	PALESTINE ISD	33	23	5	0	1	62	1,524	4.07	22.06
	WESTWOOD ISD	24	4	1	0	0	29	749	3.87	21.10
	SLOCUM ISD	3	1	0	0	0	4	129	3.10	17.22
ANDREWS COUNTY	ANDREWS ISD	17	0	21	0	0	38	1,518	2.50	14.11
ANGELINA COUNTY	HUDSON ISD	26	0	10	0	0	36	706	5.10	26.95
	LUFKIN ISD	68	40	26	1	0	135	3,496	3.86	21.04
	HUNTINGTON ISD	8	1	0	0	0	9	589	1.53	8.82
	DIBOLL ISD	9	8	4	0	0	21	846	2.48	14.00
	ZAVALLA ISD	7	0	0	0	0	7	171	4.09	22.18
	CENTRAL ISD	18	2	0	0	0	20	530	3.77	20.61
ARANSAS COUNTY	ARANSAS COUNTY ISD	25	0	9	4	0	38	1,088	3.49	19.21
ARCHER COUNTY	ARCHER CITY ISD	0	0	0	0	0	0	243	0.00	0.00
	HOLLIDAY ISD	2	0	0	0	0	2	372	0.54	3.18
	MEGARGEL ISD	0	0	0	0	0	0	23	0.00	0.00
	WINDTHORST ISD	0	0	0	0	0	0	151	0.00	0.00
ARMSTRONG COUNT	CLAUDE ISD	1	0	0	0	0	1	169	0.59	3.50
ATASCOSA COUNTY	CHARLOTTE ISD	0	0	9	0	0	9	221	4.07	22.08
	JOURDANTON ISD	3	0	21	0	0	24	494	4.86	25.83
	LYTLE ISD	6	0	11	0	0	17	422	4.03	21.86
	PLEASANTON ISD	16	3	39	0	0	58	1,320	4.39	23.63
	POTEET ISD	3	0	21	0	0	24	608	3.95	21.47
AUSTIN COUNTY	BELLVILLE ISD	3	2	3	0	0	8	741	1.08	6.31
	SEALY ISD	4	3	3	0	0	10	857	1.17	6.80
	WALLIS-ORCHARD ISD	6	0	1	0	0	7	325	2.15	12.25
BAILEY COUNTY	MULESHOE ISD	4	0	11	0	0	15	628	2.39	13.50
	THREE WAY ISD	0	0	1	0	0	1	49	2.04	11.64
BANDERA COUNTY	MEDINA ISD	1	0	0	0	0	1	151	0.66	3.91
	BANDERA ISD	9	0	1	0	0	10	661	1.51	8.74
BASTROP COUNTY	BASTROP ISD	34	14	20	1	0	69	1,793	3.85	20.98
	ELGIN ISD	17	6	19	0	0	42	923	4.55	24.38
	SMITHVILLE ISD	9	5	5	0	0	19	570	3.33	18.41
	MCDADE ISD	-	-	-	-	-	-	-	-	-
BAYLOR COUNTY	SEYMOUR ISD	4	1	3	0	0	8	288	2.78	15.55
BEE COUNTY	BEEVILLE ISD	10	2	45	0	0	57	1,789	3.19	17.66
	PAWNEE ISD	0	0	0	0	0	0	19	0.00	0.00
	PETTUS ISD	2	0	2	0	0	4	202	1.98	11.31
	SKIDMORE-TYNAN ISD	1	0	0	0	0	1	262	0.38	2.27
BELL COUNTY	ACADEMY ISD	0	0	0	0	0	0	354	0.00	0.00
	BARTLETT ISD	0	0	1	0	0	1	159	0.63	3.71
	BELTON ISD	45	10	24	0	0	79	2,115	3.74	20.42
	HOLLAND ISD	1	0	0	0	0	1	206	0.49	2.88
	KILLEEN ISD	73	63	28	11	3	178	8,020	2.22	12.60
	ROGERS ISD	2	0	0	0	0	2	313	0.64	3.77
	SALADO ISD	3	0	1	0	0	4	278	1.44	8.33
	TEMPLE ISD	33	46	33	0	0	112	3,119	3.59	19.70
	TROY ISD	7	0	1	0	0	8	475	1.68	9.69
BEXAR COUNTY	ALAMO HEIGHTS ISD	10	3	14	0	0	27	1,663	1.62	9.35
	HARLANDALE ISD	10	0	101	0	0	111	5,900	1.88	10.77
	EDGEWOOD ISD	8	11	457	0	0	476	5,286	9.00	43.23
	RANDOLPH FIELD ISD	0	0	0	0	0	0	416	0.00	0.00
	SAN ANTONIO ISD	135	213	1,376	7	1	1,732	22,191	7.80	38.59
	SOUTH SAN ANTONIO ISD	7	2	211	0	0	220	4,142	5.31	27.92
	SOMERSET ISD	15	0	33	0	0	48	760	6.32	32.39
	NORTH EAST ISD	242	53	212	20	0	527	18,181	2.90	16.18
	EAST CENTRAL ISD	30	5	32	0	0	67	2,679	2.50	14.10
	SOUTHWEST ISD	16	2	53	0	0	71	3,090	2.30	13.02
	LACKLAND ISD	0	1	0	0	0	1	270	0.37	2.20
	FT SAM HOUSTON ISD	0	0	0	0	0	0	579	0.00	0.00
	NORTHSIDE ISD	178	35	438	3	1	655	22,184	2.95	16.46
	JUDSON ISD	82	43	65	3	0	193	5,708	3.38	18.65
	SOUTHSIDE ISD	6	0	31	0	0	37	1,153	3.21	17.77
BLANCO COUNTY	JOHNSON CITY ISD	4	0	0	0	0	4	227	1.76	10.12
	BLANCO ISD	3	0	1	0	0	4	294	1.36	7.89
BORDEN COUNTY	BORDEN COUNTY ISD	0	0	0	0	0	0	63	0.00	0.00
BOSQUE COUNTY	CLIFTON ISD	9	3	1	0	0	13	400	3.25	17.98
	MERIDIAN ISD	0	0	0	0	0	0	195	0.00	0.00
	MORGAN ISD	0	0	0	0	0	0	48	0.00	0.00

NOTE: A DASH (-) INDICATES THAT NO DROPOUT REPORT WAS RECEIVED FROM THIS DISTRICT

BEST COPY AVAILABLE

DISTRICT DETAIL
DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

08:42 FRIDAY, MARCH 26, 1993

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
BOSQUE COUNTY	VALLEY MILLS ISD	0	0	0	0	0	0	224	0.00	0.00
	WALNUT SPRINGS ISD	2	0	1	0	0	3	78	3.85	20.97
	IREDELL ISD	0	0	0	0	0	0	42	0.00	0.00
	KOPPERL ISD	0	0	1	0	0	1	94	1.06	6.22
	CRANFILLS GAP ISD	0	0	0	0	0	0	63	0.00	0.00
BOWIE COUNTY	DEKALB ISD	13	2	0	0	0	15	451	3.33	18.37
	HOOKS ISD	7	0	0	0	0	7	506	1.38	8.02
	MAUD ISD	0	0	0	0	0	0	177	0.00	0.00
	NEW BOSTON ISD	15	2	0	0	0	17	708	2.40	13.57
	REDWATER ISD	4	2	0	0	0	6	419	1.43	8.29
	TEXARKANA ISD	19	47	1	0	0	67	2,252	2.98	16.57
	LIBERTY-EYLAU ISD	43	32	2	0	0	77	1,237	6.22	32.00
	SIMMS ISD	3	0	0	0	0	3	230	1.30	7.58
	MALTA ISD	0	0	0	0	0	0	9	0.00	0.00
	RED LICK ISD	0	0	0	0	0	0	65	0.00	0.00
	PLEASANT GROVE ISD	5	0	1	0	0	6	881	0.68	4.02
	HUBBARD ISD	0	0	0	0	0	0	11	0.00	0.00
	LEARY ISD	0	0	0	0	0	0	29	0.00	0.00
BRAZORIA COUNTY	ALVIN ISD	143	3	73	3	2	224	3,992	5.61	29.28
	ANGLETON ISD	73	27	18	1	0	119	2,585	4.60	24.63
	DANBURY ISD	2	0	0	0	0	2	248	0.81	4.74
	BRAZOSPORT ISD	38	7	24	0	0	69	4,830	1.43	8.27
	SWEENY ISD	13	4	0	0	0	17	925	1.84	10.53
	COLUMBIA-BRAZORIA ISD	35	8	11	0	0	54	1,496	3.61	19.79
	PEARLAND ISD	61	3	32	0	0	96	2,989	3.21	17.79
	DAMON ISD	0	0	0	0	0	0	27	0.00	0.00
BRAZOS COUNTY	COLLEGE STATION ISD	36	22	9	1	0	68	2,259	3.01	16.76
	BRYAN ISD	71	75	72	0	0	218	4,475	4.87	25.89
BREWSTER COUNTY	TERLINGUA CSD	0	0	0	0	0	0	15	0.00	0.00
	ALPINE ISD	0	0	12	0	0	12	458	2.62	14.73
	MARATHON ISD	0	0	5	0	0	5	71	7.04	35.48
	SAN VICENTE ISD	0	0	0	0	0	0	1	0.00	0.00
BRISCOE COUNTY	SILVERTON ISD	0	0	0	0	0	0	106	0.00	0.00
BROOKS COUNTY	BROOKS ISD	1	0	31	0	0	32	797	4.02	21.80
BROWN COUNTY	BANGS ISD	11	0	1	0	0	12	388	3.09	17.18
	BROWNWOOD ISD	35	9	17	0	0	61	1,617	3.77	20.60
	BLANKET ISD	0	0	0	0	0	0	76	0.00	0.00
	MAY ISD	0	0	0	0	0	0	97	0.00	0.00
	ZEPHYR ISD	0	0	0	0	0	0	100	0.00	0.00
	BROOKESMITH ISD	0	0	0	0	0	0	59	0.00	0.00
	EARLY ISD	3	0	0	0	0	3	419	0.72	4.22
BURLESON COUNTY	CALDWELL ISD	15	4	8	0	0	27	729	3.70	20.26
	SOMERVILLE ISD	6	2	2	0	0	10	267	3.75	20.47
	SNOOK ISD	0	1	1	0	0	2	185	1.08	6.31
BURNET COUNTY	BURNET CONS ISD	40	1	13	0	0	54	882	6.12	31.55
	MARBLE FALLS ISD	11	0	5	0	0	16	1,013	1.58	9.11
CALDWELL COUNTY	LOCKHART ISD	1	1	16	0	0	18	1,404	1.28	7.45
	LULING ISD	9	3	16	0	0	28	553	5.06	26.78
	PRAIRIE LEA ISD	0	0	1	0	0	1	67	1.49	8.63
CALHOUN COUNTY	CALHOUN CO ISD	20	1	45	2	0	68	1,741	3.91	21.26
CALLAHAN COUNTY	CROSS PLAINS ISD	3	0	0	0	0	3	202	1.49	8.59
	CLYDE CONS ISD	12	0	1	0	0	13	595	2.18	12.41
	BAIRD ISD	4	0	1	0	0	5	218	2.29	13.00
	EULA ISD	3	0	0	0	0	3	195	1.54	8.88
CAMERON COUNTY	BROWNSVILLE ISD	46	0	1,435	1	1	1,483	16,504	8.99	43.16
	HARLINGEN CONS ISD	30	1	314	1	0	346	6,659	5.20	27.40
	LA FERIA ISD	2	0	29	0	0	31	982	3.16	17.51
	LOS FRESNOS CONS ISD	1	0	37	0	0	38	2,037	1.87	10.68
	POINT ISABEL ISD	2	1	7	0	0	10	820	1.22	7.10
	RIO HONDO ISD	0	0	17	0	0	17	813	2.09	11.91
	SAN BENITO CONS ISD	2	0	61	0	0	63	3,379	1.86	10.68
	SANTA MARIA ISD	0	0	3	0	0	3	150	2.00	11.42
	SANTA ROSA ISD	0	0	15	0	0	15	469	3.20	17.72
	SOUTH TEXAS ISD	0	0	7	0	0	7	1,203	0.58	3.44
CAMP COUNTY	PITTSBURG ISD	17	4	3	0	1	25	895	2.79	15.63
CARSON COUNTY	GROOM ISD	1	0	0	0	0	1	106	0.94	5.53
	PANHANDLE ISD	7	0	0	1	0	8	332	2.41	13.61
	WHITE DEER ISD	1	0	0	0	0	1	209	0.48	2.84
CASS COUNTY	ATLANTA ISD	8	4	1	0	0	13	928	1.40	8.12
	AVINGER ISD	0	0	0	0	0	0	107	0.00	0.00
	HUGHES SPRINGS ISD	11	4	0	0	0	15	417	3.60	19.73
	LINDEN-KILDARE CONS ISD	12	1	0	0	0	13	544	2.39	13.51
	MCLEOD ISD	0	1	0	0	0	1	131	0.76	4.49
	QUEEN CITY ISD	3	0	0	0	0	3	514	0.58	3.45

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DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
CASS COUNTY	MARIETTA ISD	-	-	-	-	-	-	-	-	-
	BLOOMBURG ISD	0	0	0	0	0	0	111	0.00	0.00
CASTRO COUNTY	DIMMITT ISD	6	2	34	0	0	42	668	6.29	32.27
	HART ISD	0	0	7	0	0	7	228	3.07	17.96
	NAZARETH ISD	0	0	0	0	0	0	104	0.00	0.00
CHAMBERS COUNTY	ANAHUAC ISD	11	2	1	0	0	14	588	2.38	13.46
	BARBERS HILL ISD	24	1	1	0	0	26	840	3.10	17.19
	EAST CHAMBERS ISD	2	3	0	0	0	5	402	1.24	7.23
CHEROKEE COUNTY	ALTO ISD	4	5	0	0	0	9	285	3.16	17.51
	JACKSONVILLE ISD	32	25	9	1	0	67	1,707	3.93	21.36
	RUSK ISD	16	3	0	0	0	19	756	2.51	14.16
	NEW SUMMERFIELD ISD	5	0	0	0	0	5	119	4.20	22.71
	WELLS ISD	7	0	0	0	0	7	141	4.96	26.33
CHILDRESS COUNT	CHILDRESS ISD	2	0	1	0	0	3	545	0.55	3.26
CLAY COUNTY	BYERS ISD	0	0	0	0	0	0	46	0.00	0.00
	HENRIETTA ISD	11	0	1	0	0	12	432	2.78	15.55
	PETROLIA ISD	0	0	0	0	0	0	202	0.00	0.00
	BELLEVUE ISD	0	0	0	0	0	0	82	0.00	0.00
	MIDWAY ISD	0	0	1	0	0	1	81	1.23	7.18
COCHRAN COUNTY	MORTON ISD	0	2	12	0	0	14	281	4.98	26.41
	WHITEFACE CONS ISD	3	0	2	0	0	5	197	2.54	14.29
	BLEDSOE ISD	-	-	-	-	-	-	-	-	-
COKE COUNTY	BRONTE ISD	1	0	0	0	0	1	152	0.66	3.88
	ROBERT LEE ISD	1	0	0	0	0	1	140	0.71	4.21
COLEMAN COUNTY	COLEMAN ISD	9	2	8	0	0	19	440	4.32	23.27
	SANTA ANNA ISD	4	1	1	0	0	6	167	3.59	19.71
	PANTHER CREEK CONS ISD	1	0	0	0	0	1	110	0.91	5.33
	NOVICE ISD	1	0	1	0	0	2	61	3.28	18.13
COLLIN COUNTY	ALLEN ISD	61	2	5	4	3	75	2,438	3.08	17.10
	ANNA ISD	12	0	1	0	0	13	265	4.91	26.05
	CELINA ISD	3	2	0	0	0	5	301	1.66	9.56
	FARMERSVILLE ISD	8	1	4	0	0	13	445	2.92	16.30
	FRISCO ISD	10	0	8	0	0	18	566	3.18	17.63
	MCKINNEY ISD	78	22	40	0	0	140	2,161	6.48	33.09
	MELISSA ISD	0	0	0	0	0	0	60	0.00	0.00
	PLANO ISD	155	28	34	13	1	231	13,844	1.67	9.60
	PRINCETON ISD	10	0	2	0	0	12	657	1.83	10.47
	PROSPER ISD	3	0	0	0	0	3	205	1.46	8.47
	WYLIE ISD	35	1	4	0	0	40	1,089	3.67	20.11
	BLUE RIDGE ISD	2	0	1	0	0	3	195	1.54	8.88
	COMMUNITY ISD	4	0	0	0	0	4	364	1.10	6.41
	LOVEJOY ISD	-	-	-	-	-	-	-	-	-
COLLINGSWORTH C	WELLINGTON ISD	1	0	3	0	0	4	259	1.54	8.92
	SAMNORWOOD ISD	0	0	0	0	0	0	57	0.00	0.00
COLORADO COUNTY	COLUMBUS ISD	7	2	0	0	0	9	665	1.35	7.85
	RICE CONS ISD	2	6	11	0	0	19	604	3.15	17.45
	WEIMAR ISD	0	3	1	0	0	4	245	1.63	9.40
COMAL COUNTY	NEW BRAUNFELS ISD	19	0	46	0	0	65	2,200	2.95	16.47
	COMAL ISD	61	1	28	0	0	90	2,700	3.33	18.41
COMANCHE COUNTY	COMANCHE ISD	10	0	4	0	0	14	493	2.84	15.87
	DE LEON ISD	2	0	3	0	0	5	312	1.60	9.24
	GUSTINE ISD	0	0	0	0	0	0	84	0.00	0.00
	SIDNEY ISD	0	0	0	0	0	0	73	0.00	0.00
CONCHO COUNTY	EDEN CONS ISD	2	0	0	0	0	2	174	1.15	6.70
	PAINT ROCK ISD	0	0	0	0	0	0	74	0.00	0.00
COOKE COUNTY	GAINESVILLE ISD	96	0	8	0	0	104	1,053	9.88	46.42
	MUENSTER ISD	1	0	0	0	0	1	174	0.57	3.40
	VALLEY VIEW ISD	0	0	0	0	0	0	231	0.00	0.00
	CALLISBURG ISD	23	0	1	0	0	24	389	6.17	31.76
	ERA ISD	0	0	0	0	0	0	141	0.00	0.00
	LINDSAY ISD	0	0	0	0	0	0	186	0.00	0.00
	WALNUT BEND ISD	0	0	0	0	0	0	5	0.00	0.00
	SIVELLS BEND ISD	0	0	0	0	0	0	12	0.00	0.00
CORYELL COUNTY	EVANT ISD	0	0	1	0	0	1	116	0.86	5.06
	GATESVILLE ISD	19	0	4	0	0	23	882	2.61	14.66
	OGLESBY ISD	0	0	0	0	0	0	68	0.00	0.00
	JONESBORO ISD	1	0	0	0	0	1	102	0.98	5.74
	COPPERAS COVE ISD	59	24	7	1	3	94	2,609	3.60	19.76
COTTLE COUNTY	PADUCAH ISD	3	2	2	0	1	8	179	4.47	23.99
CRANE COUNTY	CRANE ISD	1	0	2	0	0	3	519	0.58	3.42
CROCKETT COUNTY	CROCKETT CO CONS ISD	1	0	8	0	0	9	393	2.29	12.98

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DISTRICT DETAIL

DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

08:42 FRIDAY, MARCH 26, 1993

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
CROSBY COUNTY	CROSBYTON ISD	1	0	2	0	0	3	277	1.08	6.32
	LORENZO ISD	1	0	1	0	0	2	192	1.04	6.09
	RALLS ISD	0	0	0	0	0	0	278	0.00	0.00
CULBERSON COUNT	CULBERSON COUNTY ISD	0	0	3	0	0	3	307	0.98	5.72
DALLAM COUNTY	DALHART ISD	5	0	4	0	0	9	674	1.34	7.75
	TEXLINE ISD	0	0	0	0	0	0	69	0.00	0.00
DALLAS COUNTY	CARROLLTON-FARMERS BRANCH ISD	115	24	69	9	1	218	7,300	2.99	16.63
	CEDAR HILL ISD	23	18	4	0	0	45	1,920	2.34	13.26
	DALLAS ISD	530	1,574	1,460	94	26	3,684	51,448	7.16	35.97
	DE SOTO ISD	15	5	2	1	0	23	2,862	0.80	4.73
	DUNCANVILLE ISD	101	38	16	5	0	160	4,653	3.44	18.94
	GARLAND ISD	176	56	67	7	3	309	15,767	1.96	11.20
	GRAND PRAIRIE ISD	69	11	52	7	1	140	6,879	2.04	11.61
	HIGHLAND PARK ISD	0	0	0	0	0	0	1,796	0.00	0.00
	IRVING ISD	224	42	122	23	3	414	9,026	4.59	24.55
	LANCASTER ISD	0	1	2	0	0	3	1,811	0.17	0.99
	MESQUITE ISD	205	13	31	3	2	254	10,702	2.37	13.42
	RICHARDSON ISD	270	109	72	48	3	502	14,345	3.50	19.24
	SUNNYVALE ISD	0	0	0	0	0	0	64	0.00	0.00
	WILMER-HUTCHINS ISD	25	224	37	1	0	287	1,472	19.50	72.78
	COPPELL ISD	10	0	1	0	0	11	1,413	0.78	4.58
DAWSON COUNTY	DAWSON ISD	0	0	0	0	0	0	63	0.00	0.00
	KLONDIKE ISD	0	0	0	0	0	0	111	0.00	0.00
	LAMESA ISD	9	4	44	0	0	57	1,147	4.97	26.35
	SANDS ISD	0	0	0	0	0	0	96	0.00	0.00
DEAF SMITH COUN	HEREFORD ISD	13	2	72	1	0	88	1,923	4.58	24.50
	WALCOTT ISD	-	-	-	-	-	-	-	-	-
DELTA COUNTY	COOPER ISD	3	0	1	0	0	4	328	1.22	7.10
	FANNINDEL ISD	1	0	0	0	0	1	105	0.95	5.58
DENTON COUNTY	DENTON ISD	81	20	31	0	0	132	4,232	3.12	17.31
	LEWISVILLE ISD	133	4	21	3	2	163	8,575	1.90	10.88
	PILOT POINT ISD	1	0	0	0	0	1	356	0.28	1.67
	KRUM ISD	1	0	0	0	0	1	356	0.28	1.67
	PONDER ISD	0	0	0	0	0	0	166	0.00	0.00
	AUBREY ISD	6	0	0	1	0	7	344	2.03	11.60
	SANGER ISD	9	0	2	0	0	11	629	1.75	10.04
	ARGYLE ISD	0	0	0	0	0	0	105	0.00	0.00
	NORTHWEST ISD	19	0	3	0	0	22	1,370	1.61	9.26
	LAKE DALLAS ISD	16	0	2	0	3	21	703	2.99	16.64
	LITTLE ELM ISD	4	0	0	0	0	4	419	0.95	5.59
DEWITT COUNTY	CUERO ISD	14	8	22	0	0	44	853	5.16	27.22
	NORDHEIM ISD	0	0	0	0	0	0	52	0.00	0.00
	YOAKUM ISD	3	5	18	0	0	26	801	3.25	17.96
	YORKTOWN ISD	2	0	4	0	0	6	331	1.81	10.40
	WESTHOFF ISD	0	0	0	0	0	0	9	0.00	0.00
	MEYERSVILLE ISD	0	0	0	0	0	0	35	0.00	0.00
DICKENS COUNTY	SPUR ISD	0	1	2	0	0	3	190	1.58	9.11
	PATTON SPRINGS ISD	0	0	0	0	0	0	47	0.00	0.00
DIMMIT COUNTY	ASHERTON ISD	0	0	6	0	0	6	197	3.05	16.94
	CARRIZO SPRINGS CONS ISD	1	0	21	0	0	22	1,032	2.13	12.13
DONLEY COUNTY	CLARENDON ISD	7	0	0	0	0	7	231	3.03	16.86
	HEDLEY ISD	0	0	2	0	0	2	46	4.35	23.41
DUVAL COUNTY	RAMIREZ CSD	-	-	-	-	-	-	-	-	-
	BENAVIDES ISD	0	0	9	0	0	9	316	2.85	15.92
	SAN DIEGO ISD	0	0	27	0	0	27	690	3.91	21.30
	FREER ISD	2	0	11	0	0	13	403	3.23	17.86
EASTLAND COUNTY	CISCO ISD	4	0	1	0	0	5	389	1.29	7.47
	EASTLAND ISD	19	2	1	0	0	22	479	4.59	24.58
	GORMAN ISD	1	0	3	0	0	4	159	2.52	14.18
	RANGER ISD	4	0	0	0	0	4	277	1.44	8.36
	RISING STAR ISD	0	0	0	0	0	0	115	0.00	0.00
ECTOR COUNTY	ECTOR COUNTY ISD	251	32	317	1	2	603	10,742	5.61	29.29
EDWARDS COUNTY	ROCKSPRINGS ISD	0	0	2	0	0	2	178	1.12	6.56
	NUECES CANYON CONS ISD	1	0	1	0	0	2	162	1.23	7.18
EL PASO COUNTY	CLINT ISD	3	0	20	0	0	23	1,625	1.42	8.20
	EL PASO ISD	77	34	603	2	0	716	27,192	2.63	14.79
	FABENS ISD	1	0	46	0	0	47	1,012	4.64	24.82
	SAN ELIZARIO ISD	1	0	42	0	0	43	766	5.61	29.29
	YSLETA ISD	115	28	910	3	2	1,058	22,445	4.71	25.15
	ANTHONY ISD	0	0	3	0	0	3	267	1.12	6.56
	CANUTILLO ISD	3	0	31	0	0	34	1,534	2.22	12.58
	TORNILLO ISD	0	0	9	0	0	9	177	5.08	26.88
	SOCORRO ISD	10	1	101	0	0	112	6,174	1.81	10.40

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BEST COPY AVAILABLE

DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
ELLIS COUNTY	AVALON ISD	0	0	0	0	0	0	71	0.00	0.00
	ENNIS ISD	14	8	22	0	0	44	1,597	2.76	15.43
	FERRIS ISD	2	5	2	0	0	9	564	1.60	9.20
	ITALY ISD	0	0	0	0	0	0	246	0.00	0.00
	MIDLOTHIAN ISD	23	1	3	0	0	27	1,178	2.29	12.99
	MILFORD ISD	0	0	0	0	0	0	86	0.00	0.00
	PALMER ISD	8	0	2	0	0	10	346	2.89	16.14
	RED OAK ISD	33	3	2	0	0	38	1,359	2.80	15.65
	WAXAHACHIE ISD	53	25	32	0	0	110	2,170	5.07	26.81
	WAYPEARL ISD	0	0	0	0	0	0	247	0.00	0.00
ERATH COUNTY	THREE WAY ISD	-	-	-	-	-	-	-	-	-
	DUBLIN ISD	2	0	1	0	0	3	411	0.73	4.30
	STEPHENVILLE ISD	31	0	2	0	0	33	1,363	2.42	13.68
	BLUFF DALE ISD	0	0	0	0	0	0	10	0.00	0.00
	HUCKABAY ISD	0	0	1	0	0	1	68	1.47	8.51
	LINGLEVILLE ISD	0	0	0	0	0	0	74	0.00	0.00
	MORGAN MILL ISD	0	0	0	0	0	0	26	0.00	0.00
FALLS COUNTY	CHILTON ISD	0	0	0	0	0	0	138	0.00	0.00
	MARLIN ISD	1	3	0	0	0	4	682	0.59	3.47
	WESTPHALIA ISD	0	0	0	0	0	0	19	0.00	0.00
	ROSEBUD-LOTT ISD	1	0	4	0	0	5	387	1.29	7.51
FANNIN COUNTY	BONHAM ISD	11	2	0	0	0	13	783	1.66	9.56
	DODD CITY ISD	0	0	0	0	0	0	85	0.00	0.00
	ECTOR ISD	4	0	1	0	0	5	61	8.20	40.14
	HONEY GROVE ISD	5	2	0	0	0	7	254	2.76	15.44
	LEONARD ISD	3	1	0	0	0	4	279	1.43	8.39
	SAVOY ISD	2	0	2	0	0	4	120	3.33	18.41
	TRENTON ISD	3	1	0	0	0	4	153	2.61	14.70
	SAM RAYBURN ISD	5	0	0	0	0	5	160	3.13	17.34
FAYETTE COUNTY	FLATONIA ISD	2	0	4	0	0	6	216	2.78	15.55
	LA GRANGE ISD	10	2	6	0	0	18	796	2.26	12.82
	SCHULENBURG ISD	5	2	0	0	0	7	338	2.07	11.80
	FAYETTEVILLE ISD	1	0	0	0	0	1	77	1.30	7.54
	ROUND TOP-CARMINE ISD	0	0	0	0	0	0	102	0.00	0.00
FISHER COUNTY	ROBY CONS ISD	1	0	1	0	0	2	148	1.35	7.84
	ROTAN ISD	0	0	0	0	0	0	223	0.00	0.00
FLOYD COUNTY	FLOYDADA ISD	5	2	18	0	0	25	524	4.77	25.42
	LOCKNEY ISD	1	0	3	0	0	4	310	1.29	7.50
FOARD COUNTY	CROWELL ISD	2	0	0	0	0	2	138	1.45	8.39
FORT BEND COUNT	LAMAR CONSOLIDATED ISD	31	33	123	0	0	187	5,103	3.66	20.07
	NEEDVILLE ISD	16	3	8	0	0	27	839	3.22	17.82
	FORT BEND ISD	50	95	70	7	0	222	16,150	1.37	7.97
	KENDLETON ISD	-	-	-	-	-	-	-	-	-
	STAFFORD MSD	0	0	0	0	0	0	629	0.00	0.00
FRANKLIN COUNTY	MOUNT VERNON ISD	9	0	1	0	0	10	477	2.10	11.94
FREESTONE COUNT	FAIRFIELD ISD	13	2	0	0	0	15	735	2.04	11.64
	TEAGUE ISD	6	1	1	0	0	8	526	1.52	8.79
	WORTHAM ISD	0	0	0	0	0	0	159	0.00	0.00
	DEW ISD	-	-	-	-	-	-	-	-	-
FRIO COUNTY	DILLEY ISD	0	0	5	0	0	5	437	1.14	6.67
	PEARSALL ISD	5	0	14	0	1	20	1,025	1.95	11.15
GAINES COUNTY	SEAGRAVES ISD	3	1	9	0	0	13	305	4.26	23.00
	LOOP ISD	0	0	0	0	0	0	66	0.00	0.00
	SEMINOLE ISD	15	0	16	0	0	31	921	3.37	18.57
GALVESTON COUNT	DICKINSON ISD	95	21	21	3	0	140	2,274	6.16	31.70
	GALVESTON ISD	29	54	33	0	0	116	3,769	3.08	17.10
	HIGH ISLAND ISD	1	0	0	0	0	1	147	0.68	4.01
	LA MARQUE ISD	15	31	5	0	0	51	2,176	2.34	13.26
	TEXAS CITY ISD	51	21	20	0	0	92	2,526	3.64	19.96
	HITCHCOCK ISD	0	0	0	0	0	0	513	0.00	0.00
	SANTA FE ISD	30	0	6	1	0	37	1,709	2.17	12.31
	CLEAR CREEK ISD	212	30	71	14	0	327	10,006	3.27	18.07
	FRIENDSWOOD ISD	9	0	0	0	0	9	1,655	0.54	3.22
GARZA COUNTY	POST ISD	3	0	3	0	0	6	417	1.44	8.33
	SOUTHLAND ISD	0	0	0	0	0	0	94	0.00	0.00
GILLESPIE COUNT	DOSS CONS CSD	0	0	0	0	0	0	1	0.00	0.00
	FREDERICKSBURG ISD	3	0	5	0	0	8	1,023	0.78	4.60
	HARPER ISD	4	0	1	0	0	5	138	3.62	19.86
GLASSCOCK COUNT	GLASSCOCK ISD	0	0	4	0	0	4	161	2.48	14.01
GOLIAD COUNTY	GOLIAD ISD	0	0	1	0	0	1	508	0.20	1.18
GONZALES COUNTY	GONZALES ISD	7	5	20	0	0	32	1,042	3.07	17.07
	NIXON-SMILEY CONS ISD	8	0	13	0	0	21	407	5.16	27.23

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COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
GONZALES COUNTY	MAELDER ISD	0	2	3	0	0	5	74	6.76	34.28
GRAY COUNTY	ALANREED ISD	0	0	0	0	0	0	4	0.00	0.00
	LEFORS ISD	0	0	0	0	0	0	62	0.00	0.00
	MCLEAN ISD	0	0	0	0	0	0	107	0.00	0.00
	PAMPA ISD	24	4	15	0	0	43	1,770	2.43	13.72
	GRANDVIEW-HOPKINS ISD	-	-	-	-	-	-	-	-	-
GRAYSON COUNTY	BELLS ISD	0	0	0	0	0	0	253	0.00	0.00
	COLLINSVILLE ISD	2	0	0	0	0	2	183	1.09	6.38
	DENISON ISD	73	6	0	0	0	79	1,860	4.25	22.93
	HOWE ISD	7	0	0	0	0	7	390	1.79	10.30
	SHERMAN ISD	45	15	6	2	3	71	2,430	2.92	16.30
	TIOGA ISD	0	0	0	0	0	0	10	0.00	0.00
	VAN ALSTYNE ISD	2	0	0	0	0	2	361	0.55	3.28
	WHITESBORO ISD	8	0	1	0	0	9	485	1.86	10.63
	WHITEWRIGHT ISD	10	0	0	0	0	10	235	4.26	22.97
	POTTSBORO ISD	1	0	0	0	0	1	448	0.22	1.33
	S AND S CONS ISD	7	0	0	0	0	7	346	2.02	11.54
	GUNTER ISD	2	0	0	0	0	2	171	1.17	6.82
	TOM BEAN ISD	3	0	0	0	0	3	307	0.98	5.72
GREGG COUNTY	GLADEWATER ISD	47	11	1	0	0	59	930	6.34	32.51
	KILGORE ISD	39	6	0	0	0	45	1,602	2.81	15.71
	LONGVIEW ISD	54	94	8	0	0	156	3,346	4.66	24.91
	PINE TREE ISD	46	3	6	0	0	55	2,076	2.65	14.88
	SABINE ISD	6	0	0	0	0	6	552	1.09	6.35
	SPRING HILL ISD	16	0	0	0	0	16	585	2.74	15.33
	WHITE OAK ISD	13	0	0	0	0	13	555	2.34	13.26
GRIMES COUNTY	ANDERSON-SHIRO CONS ISD	1	2	0	0	0	3	163	1.84	10.55
	IOLA ISD	2	0	1	0	0	3	162	1.85	10.61
	NAVASOTA ISD	19	17	14	0	0	50	1,140	4.39	23.59
	RICHARDS ISD	0	0	0	0	0	0	51	0.00	0.00
GUADALUPE COUNT	SEGUIN ISD	33	13	80	0	1	127	2,840	4.47	24.00
	SCHERTZ-CIBOLO-U CITY ISD	24	1	13	0	1	39	1,817	2.15	12.21
	NAVARRO ISD	0	0	0	0	0	0	203	0.00	0.00
	MARION ISD	2	0	1	0	0	3	417	0.72	4.24
HALE COUNTY	ABERNATHY ISD	1	0	5	0	0	6	362	1.66	9.54
	COTTON CENTER ISD	0	0	0	0	0	0	66	0.00	0.00
	HALE CENTER ISD	0	1	0	0	0	1	293	0.34	2.03
	PETERSBURG ISD	0	0	1	0	0	1	183	0.55	3.23
	PLAINVIEW ISD	13	12	82	0	0	107	2,413	4.43	23.83
HALL COUNTY	MEMPHIS ISD	5	0	1	0	0	6	248	2.42	13.67
	TURKEY-QUITAQUE ISD	1	1	2	0	0	4	117	3.42	18.84
	LAKEVIEW ISD	0	0	0	0	0	0	41	0.00	0.00
HAMILTON COUNTY	HAMILTON ISD	1	0	0	0	0	1	318	0.31	1.87
	HICO ISD	2	0	1	0	0	3	210	1.43	8.27
HANSFORD COUNTY	GRUVER ISD	2	0	3	0	0	5	217	2.30	13.05
	PRINGLE-MORSE CONS ISD	0	0	0	0	0	0	12	0.00	0.00
	SPEARMAN ISD	6	0	4	0	0	10	359	2.79	15.59
HARDEMAN COUNTY	CHILLICOTHE ISD	0	0	2	0	0	2	131	1.53	8.82
	QUANAH ISD	10	1	6	0	0	17	332	5.12	27.05
HARDIN COUNTY	KOUNTZE ISD	6	1	0	0	0	7	533	1.31	7.63
	SILSBEE ISD	47	21	0	0	0	68	1,617	4.21	22.72
	HARDIN-JEFFERSON ISD	19	5	1	0	0	25	916	2.73	15.30
	LUMBERTON ISD	8	0	0	0	0	8	1,138	0.70	4.14
	WEST HARDIN COUNTY CONS ISD	5	0	0	0	0	5	291	1.72	9.88
HARRIS COUNTY	ALDINE ISD	245	351	398	34	1	1,029	16,634	6.19	31.83
	ALIEF ISD	61	77	100	59	0	297	12,174	2.44	13.77
	CHANNELVIEW ISD	28	2	16	2	0	48	2,103	2.28	12.94
	CROSBY ISD	32	18	3	0	0	53	1,584	3.35	18.47
	CYPRESS-FAIRBANKS ISD	286	44	93	31	2	456	17,127	2.66	14.95
	DEER PARK ISD	116	0	29	0	1	146	4,419	3.30	18.26
	NORTH FOREST ISD	0	43	2	0	0	45	4,935	0.91	5.35
	GALENA PARK ISD	118	75	164	6	0	363	6,439	5.64	29.40
	GOOSE CREEK ISD	124	45	115	1	2	287	7,363	3.90	21.22
	HOUSTON ISD	495	1,993	2,806	95	2	5,392	72,094	7.48	37.27
	HUMBLE ISD	93	14	22	2	0	131	8,797	1.49	8.61
	KATY ISD	149	8	38	4	0	199	8,330	2.39	13.50
	KLEIN ISD	132	20	34	14	1	201	12,003	1.67	9.64
	LA PORTE ISD	63	7	17	1	0	88	3,267	2.69	15.11
	PASADENA ISD	337	45	370	28	5	785	15,437	5.09	26.89
	SPRING ISD	57	20	28	3	0	108	7,738	1.40	8.09
	SPRING BRANCH ISD	100	45	258	33	0	436	11,079	3.94	21.41
	TOMBALL ISD	14	2	2	0	0	18	2,172	0.83	4.87
	SHELDON ISD	37	11	9	3	0	60	1,729	3.47	19.10
	HUFFMAN ISD	22	0	2	0	0	24	903	2.66	14.92
HARRISON COUNTY	KARNACK ISD	0	1	0	0	0	1	196	0.51	3.02
	MARSHALL ISD	49	32	0	0	0	81	3,009	2.69	15.10
	WASKOM ISD	9	2	0	0	0	11	371	2.96	16.52

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DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
HARRISON COUNTY	HALLSVILLE ISD	83	10	1	0	0	94	1,365	6.89	34.83
	HARLETON ISD	3	0	0	0	0	3	213	1.41	8.16
	ELYSIAN FIELDS ISD	6	1	0	0	0	7	418	1.67	9.64
HARTLEY COUNTY	CHANNING ISD	0	0	0	0	0	0	49	0.00	0.00
	HARTLEY ISD	1	0	0	0	0	1	66	1.52	8.75
HASKELL COUNTY	HASKELL ISD	3	0	8	1	0	12	277	4.33	23.34
	ROCHESTER ISD	2	0	1	0	0	3	86	3.49	19.19
	RULE ISD	0	0	1	0	0	1	85	1.18	6.85
	PAINT CREEK ISD	0	0	1	0	0	1	74	1.35	7.84
HAYS COUNTY	SAN MARCOS CONS ISD	10	1	44	0	0	55	2,484	2.21	12.57
	DRIPPING SPRINGS ISD	12	1	4	0	1	18	735	2.45	13.82
	WIMBERLEY ISD	5	0	0	0	0	5	393	1.27	7.39
	HAYS CONS ISD	15	0	32	0	1	48	1,758	2.73	15.30
HEMPHILL COUNTY	CANADIAN ISD	6	0	3	0	0	9	353	2.55	14.35
HENDERSON COUNT	ATHENS ISD	34	9	6	0	0	49	1,363	3.60	19.72
	BROWNSBORO ISD	16	3	3	0	0	22	943	2.33	13.21
	CROSS ROADS ISD	8	0	0	0	0	8	264	3.03	16.86
	EUSTACE ISD	11	0	0	0	0	11	476	2.31	13.09
	MALAKOFF ISD	0	0	0	0	0	0	403	0.00	0.00
	TRINIDAD ISD	0	0	0	0	0	0	93	0.00	0.00
	MURCHISON ISD	0	0	0	0	0	0	28	0.00	0.00
	LA POYNOR ISD	2	1	0	0	0	3	198	1.52	8.75
HIDALGO COUNTY	DONNA ISD	4	0	107	0	0	111	3,194	3.48	19.12
	EDCOUCH-ELSA ISD	1	0	65	0	0	66	1,896	3.48	19.15
	EDINBURG ISD	17	1	197	0	0	215	6,920	3.11	17.25
	HIDALGO ISD	0	0	37	0	0	37	1,124	3.29	18.20
	MCALLEN ISD	41	3	618	4	0	666	9,632	6.91	34.94
	MERCEDES ISD	0	0	66	0	0	66	2,046	3.23	17.86
	MISSION CONS ISD	5	0	263	0	0	268	4,561	5.88	30.46
	PHARR-SAN JUAN-ALAMO ISD	2	0	436	0	0	438	8,045	5.44	28.53
	PROGRESO ISD	0	0	24	0	0	24	719	3.34	18.43
	SHARYLAND ISD	3	0	33	0	0	36	1,378	2.61	14.69
	LA JOYA ISD	3	1	444	0	0	448	4,296	10.43	48.36
	WESLACO ISD	7	0	144	0	0	151	4,981	3.03	16.87
	LA VILLA ISD	0	0	18	0	0	18	310	5.81	30.16
	MONTE ALTO ISD	0	0	0	0	0	0	90	0.00	0.00
	VALLEY VIEW ISD	0	0	14	0	0	14	682	2.05	11.70
HILL COUNTY	ABBOTT ISD	1	0	0	0	0	1	125	0.80	4.71
	BYNUM ISD	0	0	0	0	0	0	66	0.00	0.00
	COVINGTON ISD	1	0	0	0	0	1	112	0.89	5.24
	HILLSBORO ISD	11	2	7	0	0	20	662	3.02	16.81
	HUBBARD ISD	2	1	0	0	0	3	222	1.35	7.84
	ITASCA ISD	2	1	0	0	0	3	239	1.26	7.30
	MALONE ISD	0	0	0	0	0	0	11	0.00	0.00
	MOUNT CALM ISD	0	0	0	0	0	0	20	0.00	0.00
	WHITNEY ISD	4	1	0	0	0	5	442	1.13	6.60
	AQUILLA ISD	2	0	0	0	0	2	55	3.64	19.93
	BLUM ISD	0	0	0	0	0	0	115	0.00	0.00
	PENELOPE ISD	0	0	0	0	0	0	48	0.00	0.00
HOCKLEY COUNTY	ANTON ISD	0	1	2	0	0	3	131	2.29	12.98
	LEVELLAND ISD	9	2	32	0	0	43	1,617	2.66	14.93
	ROPES ISD	0	0	0	0	0	0	120	0.00	0.00
	SMYER ISD	2	0	1	0	0	3	145	2.07	11.79
	SUNDOWN ISD	1	1	3	0	0	5	243	2.06	11.73
	WHITHARRAL ISD	0	0	0	0	0	0	93	0.00	0.00
HOOD COUNTY	GRANBURY ISD	105	0	8	1	0	114	2,190	5.21	27.44
	LIPAN ISD	0	0	0	0	0	0	91	0.00	0.00
	TOLAR ISD	0	0	0	0	0	0	142	0.00	0.00
HOPKINS COUNTY	SULPHUR SPRINGS ISD	42	6	6	0	0	54	1,603	3.37	18.58
	CUMBY ISD	0	0	0	0	0	0	95	0.00	0.00
	NORTH HOPKINS ISD	1	0	0	0	0	1	147	0.68	4.01
	MILLER GROVE ISD	2	0	0	0	0	2	94	2.13	12.11
	COMO-PICKTON ISD	2	1	0	0	0	3	256	1.17	6.83
	SALTILLO ISD	3	0	0	0	0	3	96	3.13	17.34
	SULPHUR BLUFF ISD	0	0	2	0	0	2	115	1.74	9.99
HOUSTON COUNTY	CROCKETT ISD	2	18	1	0	0	21	697	3.01	16.77
	GRAPELAND ISD	8	3	0	0	0	11	362	3.04	16.90
	LOVELADY ISD	0	0	0	0	0	0	223	0.00	0.00
	LATEXO ISD	8	0	0	0	0	8	173	4.62	24.73
	KENNARD ISD	4	0	0	0	0	4	176	2.27	12.88
HOWARD COUNTY	BIG SPRING ISD	29	1	33	0	0	63	1,858	3.39	18.70
	COAHOMA ISD	0	0	1	0	0	1	398	0.25	1.50
	FORSAN ISD	4	0	1	0	0	5	225	2.22	12.61
HUDSPETH COUNTY	ALLAMOORE CSD	-	-	-	-	-	-	-	-	-
	FT HANCOCK ISD	0	0	10	0	0	10	148	6.76	34.28
	SIERRA BLANCA ISD	1	0	1	0	0	2	61	3.28	18.13
	DELL CITY ISD	0	0	2	0	0	2	108	1.85	10.61

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DISTRICT DETAIL
DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

08:42 FRIDAY, MARCH 26, 1993

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONG.TUDINAL DROPOUT RATE
HUNT COUNTY	CADDO MILLS ISD	5	0	0	0	0	5	325	1.54	8.88
	CELESTE ISD	4	0	0	0	0	4	206	1.94	11.10
	COMMERCE ISD	5	1	0	0	0	6	614	0.98	5.72
	GREENVILLE ISD	36	25	3	0	0	64	2,159	2.96	16.52
	LONE OAK ISD	0	0	0	0	0	0	251	0.00	0.00
	QUINLAN ISD	18	0	0	0	1	19	983	1.93	11.05
	WOLFE CITY ISD	0	0	0	0	0	0	239	0.00	0.00
	CAMPBELL ISD	3	0	0	0	0	3	152	1.97	11.27
	BLAND ISD	0	0	0	0	0	0	148	0.00	0.00
	BOLES ISD	7	1	0	0	0	8	126	6.35	32.54
HUTCHINSON COUN	BORGER ISD	35	3	24	0	0	62	1,404	4.42	23.74
	SANFORD ISD	8	0	0	0	0	8	610	1.31	7.62
	PLEMONS-STINNETT-PHILLIPS CONS	4	0	1	0	1	6	415	1.45	8.37
	SPRING CREEK ISD	-	-	-	-	-	-	-	-	-
IRION COUNTY	IRION CO ISD	0	0	0	0	0	0	142	0.00	0.00
JACK COUNTY	BRYSON ISD	4	0	0	0	0	4	111	3.60	19.76
	JACKSBORO ISD	12	1	2	0	0	15	409	3.67	20.08
	PERRIN-WHITT CONS ISD	2	0	1	0	0	3	136	2.21	12.53
JACKSON COUNTY	EDNA ISD	21	7	11	0	0	39	602	6.48	33.09
	GANADO ISD	0	0	0	0	0	0	249	0.00	0.00
	INDUSTRIAL ISD	6	1	3	0	0	10	359	2.79	15.59
JASPER COUNTY	BROOKELAND ISD	0	0	0	0	0	0	97	0.00	0.00
	BUNA ISD	6	1	0	0	0	7	675	1.04	6.08
	JASPER ISD	30	21	1	0	1	53	1,410	3.76	20.54
	KIRBYVILLE ISD	9	0	0	0	0	9	663	1.36	7.87
	EVADALE ISD	1	0	0	0	0	1	198	0.51	2.99
JEFF DAVIS COUN	FT DAVIS ISD	0	0	1	0	0	1	180	0.56	3.29
	VALENTINE ISD	0	0	0	0	0	0	28	0.00	0.00
JEFFERSON COUNT	NEDERLAND ISD	34	0	2	2	0	38	2,141	1.77	10.19
	PORT ARTHUR ISD	31	58	16	6	0	111	4,642	2.39	13.52
	PORT NECHES ISD	50	0	3	0	0	53	2,295	2.31	13.08
	BEAUMONT ISD	108	295	15	3	0	421	8,109	5.19	27.38
	SABINE PASS ISD	1	0	0	0	0	1	65	1.54	8.88
	HAMSHIRE-FANNETT ISD	7	1	0	0	0	8	749	1.07	6.24
JIM HOGG COUNTY	JIM HOGG COUNTY ISD	0	0	15	0	0	15	507	2.96	16.49
JIM WELLS COUNT	ALICE ISD	6	0	120	1	1	128	2,564	4.99	26.45
	BEN BOLT-PALITO BLANCO ISD	0	0	1	0	0	1	170	0.59	3.48
	ORANGE GROVE ISD	2	0	10	0	0	12	545	2.20	12.50
	PREMONT ISD	0	0	7	0	0	7	393	1.78	10.22
	LA GLORIA ISD	-	-	-	-	-	-	-	-	-
JOHNSON COUNTY	ALVARADO ISD	35	1	2	0	0	38	1,027	3.70	20.25
	BURLESON ISD	31	0	1	0	0	32	2,396	1.34	7.75
	CLEBURNE ISD	148	11	27	0	1	187	2,364	7.91	39.01
	GRANDVIEW ISD	9	1	1	0	0	11	338	3.25	18.01
	JOSHUA ISD	27	0	2	0	1	30	1,351	2.22	12.61
	KEENE ISD	0	0	3	0	0	3	252	1.19	6.93
	RIO VISTA ISD	7	0	0	0	0	7	294	2.38	13.46
	VENUS ISD	4	0	1	0	0	5	381	1.31	7.62
	GODLEY ISD	9	0	1	0	0	10	285	3.51	19.29
JONES COUNTY	ANSON ISD	0	0	2	0	0	2	313	0.64	3.77
	HAMLIN ISD	1	2	2	0	0	5	307	1.63	9.38
	HAMLEY ISD	6	0	0	0	0	6	278	2.16	12.27
	LUEDERS-AVOCA ISD	0	0	0	0	0	0	73	0.00	0.00
	STAMFORD ISD	5	1	8	0	0	14	337	4.15	22.48
KARNES COUNTY	KARNES CITY ISD	0	0	4	0	0	4	379	1.06	6.17
	KENEDY ISD	1	0	16	0	0	17	454	3.74	20.47
	RUNGE ISD	1	0	1	0	0	2	133	1.50	8.69
	FALLS CITY ISD	0	0	1	0	0	1	133	0.75	4.43
KAUFMAN COUNTY	CRANDALL ISD	7	0	0	0	0	7	504	1.39	8.05
	FORNEY ISD	11	0	0	0	0	11	702	1.57	9.04
	KAUFMAN ISD	20	10	7	0	0	37	1,083	3.42	18.83
	KEMP ISD	29	2	5	0	0	36	577	6.24	32.06
	MABANK ISD	23	0	2	0	0	25	1,076	2.32	13.16
	TERRELL ISD	7	7	4	2	0	20	1,485	1.35	7.81
	SCURRY-ROSSER ISD	3	2	0	0	0	5	305	1.64	9.44
KENDALL COUNTY	BOERNE ISD	17	0	8	0	0	25	1,260	1.98	11.33
	COMFORT ISD	1	0	3	0	0	4	362	1.10	6.45
KENEDY COUNTY	KENEDY COUNTY WIDE CSD	-	-	-	-	-	-	-	-	-
KENT COUNTY	JAYTON-GIRARD ISD	0	0	0	0	0	0	69	0.00	0.00
KERR COUNTY	CENTER POINT ISD	0	0	0	0	0	0	196	0.00	0.00
	HUNT ISD	-	-	-	-	-	-	-	-	-
	KERRVILLE ISD	43	4	23	0	1	71	1,632	4.35	23.42
	INGRAM ISD	6	0	1	0	0	7	500	1.40	8.11

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KERR COUNTY	DIVIDE ISD	-	-	-	-	-	-	-	-	-
KIMBLE COUNTY	JUNCTION ISD	1	0	4	0	0	5	334	1.50	8.65
KING COUNTY	GUTHRIE CSD	0	0	0	0	0	0	38	0.00	0.00
KINNEY COUNTY	BRACKETT ISD	0	0	3	0	0	3	241	1.24	7.24
KLEBERG COUNTY	KINGSVILLE ISD	5	2	41	0	0	48	2,131	2.25	12.78
	RICARDO ISD	0	0	0	0	0	0	110	0.00	0.00
	RIVIERA ISD	2	0	8	0	0	10	250	4.00	21.72
	SANTA GERTRUDIS ISD	0	0	0	0	0	0	20	0.00	0.00
	LAURELES ISD	-	-	-	-	-	-	-	-	-
KNOX COUNTY	GOREE ISD	0	0	0	0	0	0	47	0.00	0.00
	KNOX CITY-O'BRIEN ISD	0	0	1	0	0	1	185	0.54	3.20
	MUNDAY ISD	0	1	0	0	0	1	188	0.53	3.15
	BENJAMIN ISD	0	0	0	0	0	0	38	0.00	0.00
LA SALLE COUNTY	COTULLA ISD	2	0	16	0	0	18	499	3.61	19.78
LAMAR COUNTY	CHISUM ISD	2	3	0	0	0	5	330	1.52	8.75
	ROXTON ISD	0	0	0	0	0	0	67	0.00	0.00
	PARIS ISD	45	22	0	0	0	67	1,527	4.39	23.60
	NORTH LAMAR ISD	11	0	0	0	0	11	1,157	0.95	5.57
	PRAIRILAND ISD	12	0	0	0	0	12	417	2.88	16.07
LAMB COUNTY	AMHERST ISD	0	0	0	0	0	0	95	0.00	0.00
	LITTLEFIELD ISD	1	2	10	0	0	13	628	2.07	11.80
	OLTON ISD	1	0	6	0	0	7	310	2.26	12.81
	SPADE ISD	2	0	0	0	0	2	51	3.92	21.34
	SPRINGLAKE-EARTH ISD	1	0	6	0	0	7	203	3.45	18.99
	SUDAN ISD	0	0	2	0	0	2	189	1.06	6.18
LAMPASAS COUNTY	LAMPASAS ISD	14	0	13	0	1	28	1,068	2.62	14.73
	LOMETA ISD	0	0	0	0	0	0	133	0.00	0.00
LAVACA COUNTY	HALLETTSVILLE ISD	8	1	3	0	0	12	492	2.44	13.77
	HOULTON ISD	2	0	0	0	0	2	128	1.56	9.02
	SHINER ISD	1	2	0	0	0	3	241	1.24	7.24
	VYSEHRAD ISD	0	0	0	0	0	0	10	0.00	0.00
	SWEET HOME ISD	0	0	0	0	0	0	10	0.00	0.00
	EZZELL ISD	0	0	0	0	0	0	12	0.00	0.00
LEE COUNTY	GIDDINGS ISD	17	5	11	0	0	33	693	4.76	25.38
	LEXINGTON ISD	1	1	0	0	0	2	342	0.58	3.46
	DIME BOX ISD	0	0	0	0	0	0	89	0.00	0.00
LEON COUNTY	BUFFALO ISD	10	1	0	0	0	11	327	3.36	18.56
	CENTERVILLE ISD	0	1	0	0	0	1	271	0.37	2.19
	NORMANGEE ISD	3	1	0	0	0	4	160	2.50	14.09
	OAKWOOD ISD	1	0	0	0	0	1	132	0.76	4.46
	LEON ISD	2	0	0	0	0	2	267	0.75	4.41
LIBERTY COUNTY	CLEVELAND ISD	57	6	6	2	0	71	1,173	6.05	31.25
	DAYTON ISD	47	8	3	0	0	58	1,469	3.95	21.47
	DEVERS ISD	0	0	0	0	0	0	29	0.00	0.00
	HARDIN ISD	7	0	0	0	0	7	427	1.64	9.44
	HULL-DAISETTA ISD	18	4	0	0	0	22	330	6.67	33.90
	LIBERTY ISD	7	9	3	0	0	19	929	2.05	11.66
	TARKINGTON ISD	22	0	0	1	0	23	691	3.33	18.38
LIMESTONE COUNT	COOLIDGE ISD	0	1	1	0	0	2	106	1.89	10.80
	GROESBECK ISD	7	0	0	0	0	7	659	1.06	6.21
	MEXIA ISD	8	3	0	0	0	11	986	1.12	6.51
LIPSCOMB COUNTY	BOOKER ISD	1	0	1	0	0	2	162	1.23	7.18
	FOLLETT ISD	0	0	0	0	0	0	66	0.00	0.00
	HIGGINS ISD	0	0	0	0	0	0	53	0.00	0.00
	DARROUZETT ISD	1	0	0	0	0	1	17	5.88	30.49
LIVE OAK COUNTY	GEORGE WEST ISD	3	0	8	0	0	11	564	1.95	11.15
	THREE RIVERS ISD	6	0	3	0	0	9	345	2.61	14.67
LLANO COUNTY	LLANO ISD	8	0	0	0	0	8	571	1.40	8.12
LUBBOCK COUNTY	LUBBOCK ISD	175	120	332	1	2	630	12,603	5.00	26.49
	NEW DEAL ISD	3	0	2	0	0	5	266	1.88	10.76
	SLATON ISD	5	3	5	0	0	13	715	1.82	10.43
	LUBBOCK-COOPER ISD	16	0	9	0	1	26	655	3.97	21.57
	FRENSHIP ISD	38	5	13	1	0	57	1,588	3.59	19.69
	ROOSEVELT ISD	5	1	9	0	0	15	551	2.72	15.26
	SHALLOWATER ISD	6	0	3	0	0	9	430	2.09	11.92
	IDALOU ISD	0	0	5	0	0	5	379	1.32	7.66
LYNN COUNTY	O'DONNELL ISD	0	0	0	0	0	0	201	0.00	0.00
	TAHOKA ISD	3	1	5	0	0	9	284	3.17	17.57
	NEW HOME ISD	0	0	0	0	0	0	84	0.00	0.00
	WILSON ISD	0	0	0	0	0	0	93	0.00	0.00

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DISTRICT DETAIL

DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

08:42 FRIDAY, MARCH 26, 1993

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
MADISON COUNTY	MADISONVILLE CONS ISD	10	16	0	0	0	26	743	3.50	19.24
	NORTH ZULCH ISD	0	0	0	0	0	0	94	0.00	0.00
MARION COUNTY	JEFFERSON ISD	3	7	0	0	0	10	688	1.45	8.41
MARTIN COUNTY	STANTON ISD	7	0	6	0	0	13	339	3.83	20.91
	GRADY ISD	1	0	1	0	0	2	99	2.02	11.53
MASON COUNTY	MASON ISD	1	0	3	0	0	4	291	1.37	7.97
MATAGORDA COUNT	BAY CITY ISD	29	17	53	0	0	99	1,996	4.96	26.30
	TIDEHAVEN ISD	1	0	2	0	0	3	378	0.79	4.67
	MATAGORDA ISD	-	-	-	-	-	-	-	-	-
	PALACIOS ISD	6	2	10	2	0	20	675	2.96	16.51
	VAN VLECK ISD	7	1	3	0	0	11	457	2.41	13.60
MAVERICK COUNTY	EAGLE PASS ISD	2	0	92	0	0	94	4,842	1.94	11.10
MCCULLOCH COUNT	BRADY ISD	8	0	3	0	0	11	603	1.82	10.46
	ROCHELLE ISD	2	0	0	0	0	2	109	1.83	10.52
	LOHN ISD	0	0	0	0	0	0	48	0.00	0.00
MCLENNAN COUNTY	CRAWFORD ISD	1	0	0	0	0	1	193	0.52	3.07
	MIDWAY ISD	39	3	5	0	0	47	2,243	2.10	11.93
	LA VEGA ISD	23	6	10	0	0	39	938	4.16	22.49
	LORENA ISD	3	0	0	0	0	3	505	0.59	3.51
	MART ISD	2	1	1	0	0	4	295	1.36	7.86
	MCGREGOR ISD	5	3	5	0	0	13	432	3.01	16.75
	MOODY ISD	5	3	6	0	0	14	288	4.86	25.84
	RIESEL ISD	0	0	0	0	0	0	207	0.00	0.00
	WACO ISD	13	74	76	0	0	163	5,531	2.95	16.43
	WEST ISD	9	0	2	0	0	11	657	1.67	9.63
	AXTELL ISD	0	0	0	0	0	0	360	0.00	0.00
	BRUCEVILLE-EDDY ISD	0	0	0	0	0	0	270	0.00	0.00
	CHINA SPRING ISD	3	0	0	0	0	3	437	0.69	4.05
	CONNALLY ISD	27	11	7	0	0	45	970	4.64	24.80
	ROBINSON ISD	3	0	4	0	0	7	836	0.84	4.92
	BOSQUEVILLE ISD	0	0	0	0	0	0	151	0.00	0.00
	HALLSBURG ISD	-	-	-	-	-	-	-	-	-
	GHOLSON ISD	0	0	0	0	0	0	32	0.00	0.00
MCMULLEN COUNTY	MCMULLEN COUNTY ISD	0	0	0	0	0	0	65	0.00	0.00
MEDINA COUNTY	DEVINE ISD	9	0	11	0	0	20	770	2.60	14.61
	D'HANIS ISD	0	0	1	0	0	1	108	0.93	5.43
	NATALIA ISD	2	0	10	0	0	12	321	3.74	20.44
	HONDO ISD	5	0	33	0	0	38	731	5.20	27.41
	MEDINA VALLEY ISD	3	0	8	0	0	11	792	1.39	8.05
MENARD COUNTY	MENARD ISD	1	0	0	0	0	1	151	0.66	3.91
MIDLAND COUNTY	MIDLAND ISD	239	52	211	1	1	504	8,482	5.94	30.76
	GREENWOOD ISD	12	0	1	0	0	13	537	2.42	13.67
MILAM COUNTY	CAMERON ISD	11	8	7	0	0	26	666	3.90	21.25
	GAUSE ISD	-	-	-	-	-	-	-	-	-
	MILANO ISD	0	0	0	0	0	0	174	0.00	0.00
	ROCKDALE ISD	6	7	11	0	0	24	870	2.76	15.45
	THORNDALE ISD	3	1	0	0	0	4	217	1.84	10.56
	BUCKHOLTS ISD	2	0	3	0	0	5	66	7.58	37.67
MILLS COUNTY	GOLDTHWAITE ISD	2	0	3	0	0	5	268	1.87	10.68
	MULLIN ISD	0	0	0	0	0	0	65	0.00	0.00
	STAR ISD	0	0	0	0	0	0	40	0.00	0.00
	PRIDDY ISD	0	0	0	0	0	0	50	0.00	0.00
MITCHELL COUNTY	COLORADO ISD	7	0	7	0	0	14	555	2.52	14.21
	LORAINE ISD	0	0	2	0	0	2	99	2.02	11.53
	WESTBROOK ISD	0	0	0	0	0	0	73	0.00	0.00
MONTAGUE COUNTY	BOWIE ISD	30	0	2	0	0	32	767	4.17	22.56
	NOCONA ISD	9	0	1	0	0	10	320	3.13	17.34
	GOLD BURG ISD	0	0	0	0	0	0	57	0.00	0.00
	MONTAGUE ISD	0	0	0	0	0	0	14	0.00	0.00
	PRAIRIE VALLEY ISD	1	0	0	0	0	1	55	1.82	10.43
	FORESTBURG ISD	0	0	0	0	0	0	63	0.00	0.00
	SAINT JO ISD	0	0	0	0	0	0	128	0.00	0.00
MONTGOMERY COUN	CONROE ISD	231	30	64	3	3	331	9,889	3.35	18.48
	MONTGOMERY ISD	16	3	0	0	0	19	884	2.15	12.22
	WILLIS ISD	56	8	6	0	0	70	1,264	5.54	28.95
	MAGNOLIA ISD	37	1	4	1	0	43	1,417	3.03	16.88
	SPLENDORA ISD	18	0	1	0	0	19	863	2.20	12.50
	NEW CANEY ISD	90	1	7	0	0	98	2,173	4.51	24.19
MOORE COUNTY	DUMAS ISD	22	0	30	2	0	54	1,455	3.71	20.30
	SUNRAY ISD	0	0	0	0	0	0	223	0.00	0.00
MORRIS COUNTY	DAINGERFIELD-LONE STAR ISD	9	6	0	0	0	15	870	1.72	9.91
	PEWITT ISD	5	2	0	0	0	7	436	1.61	9.25

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DISTRICT DETAIL
DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

08:42 FRIDAY, MARCH 26, 1993

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
MOTLEY COUNTY	MOTLEY COUNTY ISD	0	0	1	0	0	1	138	0.72	4.27
NACOGDOCHES COU	CHIRENO ISD	2	0	0	0	0	2	101	1.98	11.31
	CUSHING ISD	0	0	0	0	0	0	220	0.00	0.00
	GARRISON ISD	2	3	0	0	0	5	310	1.61	9.30
	NACOGDOCHES ISD	48	37	17	1	0	103	2,479	4.15	22.48
	WODEN ISD	0	0	0	0	0	5	309	1.62	9.32
	CENTRAL HEIGHTS ISD	11	1	0	0	0	12	211	5.69	29.62
	MARTINSVILLE ISD	2	0	0	0	0	2	77	2.60	14.61
	ETOILE ISD	0	0	0	0	0	0	27	0.00	0.00
	DOUGLASS ISD	1	0	0	0	0	1	109	0.92	5.38
NAVARRO COUNTY	BLOOMING GROVE ISD	6	3	0	0	0	9	324	2.78	15.55
	CORSICANA ISD	28	19	9	0	0	56	1,879	2.98	16.60
	DAWSON ISD	2	0	0	0	0	2	159	1.26	7.31
	FROST ISD	0	0	0	0	0	0	128	0.00	0.00
	KERENS ISD	3	2	0	0	0	5	269	1.86	10.65
	MILDRED ISD	0	0	0	0	0	0	142	0.00	0.00
	RICE ISD	0	0	0	0	0	0	40	0.00	0.00
NEWTON COUNTY	BURKEVILLE ISD	0	3	0	0	0	3	184	1.63	9.39
	NEWTON ISD	5	2	0	0	0	7	670	1.04	6.11
	DEWEYVILLE ISD	24	0	0	0	0	24	303	7.92	39.05
NOLAN COUNTY	ROSCOE ISD	0	0	9	0	0	9	217	4.15	22.44
	SWEETWATER ISD	24	0	16	0	0	40	1,192	3.36	18.52
	BLACKWELL CONS ISD	2	0	0	0	0	2	76	2.63	14.79
	HIGHLAND ISD	0	0	0	0	0	0	91	0.00	0.00
NUECES COUNTY	AGUA DULCE ISD	0	0	2	0	0	2	178	1.12	6.56
	BISHOP CONS ISD	6	0	13	0	0	19	679	2.80	15.66
	CALALLEN ISD	22	1	9	2	0	34	1,891	1.80	10.31
	CORPUS CHRISTI ISD	91	40	482	3	1	617	17,441	3.54	19.43
	DRISCOLL ISD	0	0	0	0	0	0	38	0.00	0.00
	LONDON ISD	0	0	0	0	0	0	29	0.00	0.00
	PORT ARANSAS ISD	2	0	1	0	0	3	179	1.68	9.64
	ROBSTOWN ISD	2	1	39	0	0	42	1,743	2.41	13.61
	TULOSO-MIDWAY ISD	6	0	12	0	0	18	1,232	1.46	8.45
	BANQUETE ISD	0	0	6	0	0	6	343	1.75	10.05
	FLOUR BLUFF ISD	26	1	10	0	0	37	2,189	1.69	9.72
	WEST OSO ISD	1	4	33	0	0	38	757	5.02	26.58
OCHILTREE COUNT	PERRYTON ISD	9	0	10	0	0	19	601	3.16	17.53
OLDHAM COUNTY	BOYS RANCH ISD	1	0	1	0	0	2	345	0.58	3.43
	VEGA ISD	2	0	0	0	0	2	183	1.09	6.38
	ADRIAN ISD	0	0	0	0	0	0	45	0.00	0.00
	WILDORADO ISD	-	-	-	-	-	-	-	-	-
ORANGE COUNTY	BRIDGE CITY ISD	16	0	1	0	0	17	1,171	1.45	8.40
	ORANGEFIELD ISD	8	0	0	0	0	8	647	1.24	7.19
	WEST ORANGE-COVE CONS ISD	21	26	0	1	0	48	1,634	2.94	16.38
	VIDOR ISD	50	0	0	0	0	50	2,439	2.05	11.69
	LIT CYPRESS-MRCEVILLE ISD	37	6	0	0	0	43	1,482	2.90	16.19
PALO PINTO COUN	GORDON ISD	3	0	0	0	0	3	87	3.45	18.99
	GRAFORD ISD	0	0	0	0	0	0	158	0.00	0.00
	MINERAL WELLS ISD	69	4	12	0	0	85	1,426	5.96	30.84
	SANTO ISD	1	0	1	0	0	2	166	1.20	7.01
	STRAWN ISD	0	0	0	0	0	0	67	0.00	0.00
	PALO PINTO ISD	-	-	-	-	-	-	-	-	-
PANOLA COUNTY	BECKVILLE ISD	4	0	0	0	0	4	244	1.64	9.44
	CARTHAGE ISD	38	1	2	0	0	41	1,458	2.81	15.73
	GARY ISD	2	0	0	0	0	2	111	1.80	10.34
PARKER COUNTY	POOLVILLE ISD	2	0	0	0	0	2	114	1.75	10.08
	SPRINGTOWN ISD	3	0	0	0	0	3	1,038	0.29	1.72
	WEATHERFORD ISD	81	2	19	0	2	104	2,328	4.47	23.98
	MILLSAP ISD	4	0	0	0	0	4	268	1.49	8.63
	ALEDO ISD	4	0	0	0	0	4	843	0.47	2.81
	PEASTER ISD	7	0	0	0	0	7	236	2.97	16.53
	BROCK ISD	0	0	0	0	0	0	176	0.00	0.00
	GARNER ISD	0	0	0	0	0	0	27	0.00	0.00
PARMER COUNTY	BOVINA ISD	0	0	5	0	0	5	196	2.55	14.36
	FARWELL ISD	0	0	0	0	0	0	200	0.00	0.00
	FRIONA ISD	5	0	5	0	0	10	507	1.97	11.27
	LAZBUDDIE ISD	0	0	1	0	0	1	130	0.77	4.53
PECOS COUNTY	BUENA VISTA ISD	0	0	2	0	0	2	81	2.47	13.93
	FT STOCKTON ISD	0	0	4	0	0	4	1,238	0.32	1.92
	IRAAN-SHEFFIELD ISD	4	0	1	0	0	5	258	1.94	11.08
POLK COUNTY	BIG SANDY ISD	1	0	0	0	0	1	174	0.57	3.40
	GOODRICH ISD	1	3	0	0	0	4	121	3.31	18.27
	CORRIGAN-CAMDEN ISD	2	8	3	0	0	13	512	2.54	14.30
	LEGGETT ISD	0	2	0	0	0	2	96	2.08	11.87
	LIVINGSTON ISD	24	1	1	0	0	26	1,373	1.89	10.84
	OAKALASKA ISD	0	0	0	0	0	0	85	0.00	0.00

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COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
POTTER COUNTY	AMARILLO ISD	226	61	127	17	0	431	10,925	3.95	21.46
	RIVER ROAD ISD	24	0	0	0	0	24	602	3.99	21.66
	HIGHLAND PARK ISD	6	0	0	0	0	6	264	2.27	12.88
	BUSHLAND ISD	0	0	0	0	0	0	77	0.00	0.00
PRESIDIO COUNTY	MARFA ISD	1	0	4	0	0	5	229	2.18	12.41
	PRESIDIO ISD	0	0	16	0	0	16	429	3.73	20.39
RAINS COUNTY	RAINS ISD	10	1	0	0	0	11	537	2.05	11.68
RANDALL COUNTY	CANYON ISD	13	1	2	0	0	16	2,547	0.63	3.71
REAGAN COUNTY	REAGAN COUNTY ISD	1	0	8	0	0	9	503	1.79	10.27
REAL COUNTY	LEAKEY ISD	0	0	0	0	0	0	186	0.00	0.00
RED RIVER COUNT	AVERY ISD	1	0	0	0	0	1	154	0.65	3.83
	TALCO-BOGATA CONS ISD	7	0	0	0	0	7	309	2.27	12.85
	CLARKSVILLE ISD	8	8	0	0	0	16	599	2.67	14.99
	DETROIT ISD	3	2	0	0	0	5	162	3.09	17.15
REEVES COUNTY	PECOS-BARSTOW-TOYAH ISD	7	2	51	0	0	60	1,396	4.30	23.17
	BALMORHEA ISD	1	0	3	0	0	4	116	3.45	18.99
REFUGIO COUNTY	AUSTWELL-TIVOLI ISD	0	0	1	0	0	1	86	1.16	6.78
	WOODSBORO ISD	2	0	0	0	0	2	269	0.74	4.38
	REFUGIO ISD	2	4	7	0	0	13	378	3.44	18.94
ROBERTS COUNTY	MIAMI ISD	0	0	0	0	0	0	115	0.00	0.00
ROBERTSON COUNT	BREMOND ISD	2	0	0	0	0	2	147	1.36	7.89
	CALVERT ISD	1	2	1	0	0	4	133	3.01	16.74
	FRANKLIN ISD	7	0	1	0	0	8	284	2.82	15.75
	HEARNE ISD	7	13	5	0	0	25	702	3.56	19.55
	MUMFORD ISD	0	0	0	0	0	0	14	0.00	0.00
ROCKWALL COUNTY	ROCKWALL ISD	14	1	5	0	0	20	2,081	0.96	5.63
	ROYSE CITY ISD	10	1	3	0	0	14	476	2.94	16.40
RUNNELS COUNTY	BALLINGER ISD	8	0	4	0	0	12	490	2.45	13.82
	MILES ISD	0	0	0	0	0	0	197	0.00	0.00
	WINTERS ISD	8	0	14	0	0	22	397	5.54	28.97
	OLFEN ISD	0	0	0	0	0	0	4	0.00	0.00
RUSK COUNTY	HENDERSON ISD	16	11	10	0	0	37	1,575	2.35	13.29
	LANEVILLE ISD	4	0	0	0	0	4	143	2.80	15.65
	LEVERETTS CHAPEL ISD	0	0	0	0	0	0	18	0.00	0.00
	MOUNT ENTERPRISE ISD	4	0	0	0	0	4	167	2.40	13.54
	OVERTON ISD	9	0	1	0	0	10	217	4.61	24.65
	TATUM ISD	7	1	1	0	0	9	528	1.70	9.80
	CARLISLE ISD	1	0	0	0	0	1	169	0.59	3.50
	WEST RUSK ISD	10	1	2	0	0	13	469	2.77	15.52
SABINE COUNTY	HEMPHILL ISD	1	3	0	0	0	4	373	1.07	6.26
	WEST SABINE ISD	9	0	0	0	0	9	280	3.21	17.80
SAN AUGUSTINE C	SAN AUGUSTINE ISD	1	0	1	0	0	2	458	0.44	2.59
	BROADDUS ISD	5	1	0	0	0	6	157	3.82	20.85
SAN JACINTO COU	COLDSPRING-OAKHURST CONS ISD	23	2	0	0	0	25	775	3.23	17.86
	SHEPHERD ISD	1	0	1	0	0	2	547	0.37	2.17
SAN PATRICIO CO	ARANSAS PASS ISD	28	0	28	0	0	56	836	6.70	34.03
	GREGORY-PORTLAND ISD	27	1	27	0	0	55	1,745	3.15	17.48
	INGLESIDE ISD	11	0	6	0	0	17	619	2.75	15.39
	MATHIS ISD	4	1	67	0	0	72	828	8.70	42.96
	ODEM-EDROY ISD	1	0	3	0	0	4	497	0.80	4.73
	SINTON ISD	5	0	44	0	0	49	953	5.14	27.15
	TAFT ISD	3	0	13	0	0	16	636	2.52	14.18
SAN SABA COUNTY	SAN SABA ISD	0	0	1	0	0	1	313	0.32	1.90
	RICHLAND SPRINGS ISD	0	0	0	0	0	0	58	0.00	0.00
	CHEROKEE ISD	0	0	0	0	0	0	75	0.00	0.00
SCHLEICHER COUN	SCHLEICHER ISD	3	0	2	0	0	5	327	1.53	8.83
SCURRY COUNTY	HERMLEIGH ISD	2	0	0	0	0	2	82	2.44	13.77
	SNYDER ISD	6	0	9	0	0	15	1,483	1.01	5.92
	IRA ISD	1	0	0	0	0	1	92	1.09	6.35
SHACKELFORD COU	ALBANY ISD	0	0	0	0	0	0	221	0.00	0.00
	MORAN ISD	0	0	0	0	0	0	76	0.00	0.00
SHELBY COUNTY	CENTER ISD	27	18	4	0	1	50	908	5.51	28.81
	JOAQUIN ISD	7	3	0	0	0	10	287	3.48	19.17
	SHELBYVILLE ISD	4	2	0	0	0	6	280	2.14	12.19
	TENAHA ISD	2	2	0	0	0	4	177	2.26	12.82
	TIMPSON ISD	4	0	0	0	0	4	269	1.49	8.60
	EXCELSIOR ISD	0	0	0	0	0	0	12	0.00	0.00

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COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
TYLER COUNTY	WOODVILLE ISD	4	1	0	0	1	6	804	0.75	4.39
	WARREN ISD	1	0	0	0	0	1	420	0.24	1.42
	SPURGER ISD	2	0	0	0	0	2	167	1.20	6.97
	CHESTER ISD	1	1	0	0	0	2	119	1.68	9.67
UPSHUR COUNTY	BIG SANDY ISD	0	0	0	0	0	0	307	0.00	0.00
	GILMER ISD	21	6	3	0	0	30	920	3.26	18.04
	ORE CITY ISD	15	2	0	0	0	17	361	4.71	25.13
	UNION HILL ISD	5	1	0	0	0	6	151	3.97	21.59
	HARMONY ISD	0	0	0	0	0	0	318	0.00	0.00
	NEW DIANA ISD	3	0	0	0	0	3	337	0.89	5.22
	UNION GROVE ISD	6	0	0	0	0	6	278	2.16	12.27
UPTON COUNTY	MCCAMEY ISD	6	0	4	0	0	10	335	2.99	16.63
	RANKIN ISD	0	0	2	0	0	2	176	1.14	6.63
UVALDE COUNTY	KNIPPA ISD	0	0	0	0	0	0	98	0.00	0.00
	SABINAL ISD	0	0	1	0	0	1	210	0.48	2.82
	UVALDE CONS ISD	14	1	126	0	0	141	2,040	6.91	34.93
	UTOPIA ISD	0	0	0	0	0	0	88	0.00	0.00
VAL VERDE COUNT	JUNO CSD	-	-	-	-	-	-	-	-	-
	SAN FELIPE-DEL RIO CONS ISD	22	0	174	1	0	197	4,279	4.60	24.63
	COMSTOCK ISD	0	0	1	0	0	1	62	1.61	9.30
VAN ZANDT COUNT	CANTON ISD	14	0	1	0	0	15	673	2.23	12.65
	EDGEWOOD ISD	3	0	0	0	0	3	355	0.85	4.96
	GRAND SALINE ISD	14	0	1	0	0	15	446	3.36	18.56
	MARTINS MILL ISD	0	0	0	0	0	0	175	0.00	0.00
	VAN ISD	19	0	1	0	0	20	799	2.50	14.11
	WILLS POINT ISD	25	1	1	0	0	27	909	2.97	16.55
	FRUITVALE ISD	3	0	0	0	0	3	119	2.52	14.20
VICTORIA COUNTY	BLOOMINGTON ISD	1	0	7	0	0	8	371	2.16	12.26
	VICTORIA ISD	122	26	137	3	2	290	5,834	4.97	26.36
	MCFADDIN ISD	0	0	0	0	0	0	2	0.00	0.00
	NURSERY ISD	-	-	-	-	-	-	-	-	-
WALKER COUNTY	NEW WAVERLY ISD	5	0	0	0	1	6	455	1.32	7.66
	HUNTSVILLE ISD	41	38	12	0	0	91	2,671	3.41	18.78
WALLER COUNTY	HEMPSTEAD ISD	11	8	2	0	0	21	489	4.29	23.15
	WALLER ISD	30	7	9	0	0	46	1,160	3.97	21.56
	ROYAL ISD	2	4	4	0	0	10	444	2.25	12.78
WARD COUNTY	MONAHANS-WICKETT-PYOTE ISD	14	6	9	0	0	29	1,130	2.57	14.44
	GRANDFALLS-ROYALTY ISD	1	0	2	0	0	3	89	3.37	18.60
WASHINGTON COUN	BRENHAM ISD	24	31	7	0	0	62	2,042	3.04	16.89
	BURTON ISD	1	6	0	0	0	7	179	3.91	21.29
WEBB COUNTY	LAREDO ISD	8	0	658	0	0	666	10,157	6.56	33.43
	MIRANDO CITY ISD	0	0	1	0	0	1	47	2.13	12.11
	UNITED ISD	9	0	184	0	0	193	5,535	3.49	19.18
	WEBB CONS ISD	0	0	0	0	0	0	132	0.00	0.00
WHARTON COUNTY	BOLING ISD	0	1	7	0	0	8	356	2.25	12.75
	EAST BERNARD ISD	1	1	3	1	0	6	371	1.62	9.32
	EL CAMPO ISD	6	4	16	0	0	26	1,504	1.73	9.93
	WHARTON ISD	16	19	20	0	0	55	1,170	4.70	25.89
	LOUISE ISD	2	0	1	0	0	3	172	1.74	10.02
WHEELER COUNTY	MOBEETIE ISD	-	-	-	-	-	-	-	-	-
	SHAMROCK ISD	0	0	0	0	0	0	181	0.00	0.00
	WHEELER ISD	2	0	0	0	0	2	209	0.96	5.61
	ALLISON ISD	0	0	0	0	0	0	23	0.00	0.00
	KELTON ISD	1	0	0	0	0	1	30	3.33	18.41
	BRISCOE ISD	1	0	0	0	0	1	59	1.69	9.75
	LELA ISD	-	-	-	-	-	-	-	-	-
WICHITA COUNTY	BURKBURNETT ISD	13	0	1	0	0	14	1,406	1.00	5.83
	ELECTRA ISD	3	0	0	0	0	3	246	1.22	7.10
	IOWA PARK CONS ISD	10	0	0	0	0	10	792	1.26	7.34
	WICHITA FALLS ISD	90	24	32	3	1	150	6,189	2.42	13.69
	CITY VIEW ISD	1	0	0	0	0	1	139	0.72	4.24
WILBARGER COUNT	HARROLD ISD	0	0	1	0	0	1	59	1.69	9.75
	VERNON ISD	7	9	7	0	0	23	1,035	2.22	12.61
	NORTHSIDE ISD	1	0	0	0	0	1	63	1.59	9.15
WILLACY COUNTY	LASARA ISD	0	0	0	0	0	0	48	0.00	0.00
	LYFORD ISD	0	0	14	0	0	14	731	1.92	10.95
	RAYMONDVILLE ISD	2	0	45	0	0	47	1,268	3.71	20.28
	SAN PERLITA ISD	0	0	2	0	0	2	131	1.53	8.82
WILLIAMSON COUN	FLORENCE ISD	4	0	4	0	0	8	286	2.80	15.65
	GEORGETOWN ISD	41	7	29	0	1	78	2,279	3.42	18.86
	GRANGER ISD	0	0	1	0	0	1	149	0.67	3.96
	HUTTO ISD	1	0	3	0	0	4	246	1.63	9.37
	JARRELL ISD	0	0	0	0	0	0	163	0.00	0.00

NOTE: A DASH (-) INDICATES THAT NO DROPOUT REPORT WAS RECEIVED FROM THIS DISTRICT

DROPOUT COUNTS BY ETHNICITY, DROPOUT RATE, AND ESTIMATED LONGITUDINAL RATE

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
SHERMAN COUNTY	TEXHOMA ISD	0	0	0	0	0	0	39	0.00	0.00
	STRATFORD ISD	0	0	2	0	0	2	236	0.85	4.98
SMITH COUNTY	ARP ISD	2	0	0	0	0	2	277	0.72	4.25
	BULLARD ISD	18	1	0	0	0	19	404	4.70	25.10
	LINDALE ISD	27	5	0	0	0	32	1,091	2.93	16.36
	TROUP ISD	4	0	1	0	0	5	355	1.41	8.16
	TYLER ISD	98	56	37	0	0	191	6,576	2.90	16.21
	WHITEHOUSE ISD	19	0	1	0	0	20	1,374	1.46	8.42
	CHAPEL HILL ISD	24	6	2	0	0	32	1,318	2.43	13.71
	WINONA ISD	4	0	0	0	0	4	346	1.16	6.74
SOMERVELL COUNT	GLEN ROSE ISD	7	0	4	0	0	11	574	1.92	10.96
STARR COUNTY	RIO GRANDE CITY ISD	0	0	226	0	0	226	3,020	7.48	37.29
	SAN ISIDRO ISD	0	0	0	0	0	0	160	0.00	0.00
	ROMA ISD	0	0	132	0	0	132	2,234	5.91	30.61
STEPHENS COUNTY	BRECKENRIDGE ISD	17	3	6	1	0	27	755	3.58	19.63
STERLING COUNTY	STERLING CITY ISD	0	0	1	0	0	1	151	0.66	3.91
STONEWALL COUNT	ASPERMONT ISD	2	1	2	0	0	5	147	3.40	18.75
SUTTON COUNTY	SONORA ISD	0	0	4	0	0	4	442	0.90	5.31
SWISHER COUNTY	HAPPY ISD	0	0	0	0	0	0	113	0.00	0.00
	TULIA ISD	1	1	5	0	0	7	528	1.33	7.70
	KRESS ISD	0	0	2	0	0	2	156	1.28	7.45
TARRANT COUNTY	ARLINGTON ISD	363	80	101	35	5	584	18,965	3.08	17.11
	BIRDVILLE ISD	227	5	17	8	0	257	7,724	3.33	18.37
	EVERMAN ISD	7	12	2	0	0	21	1,305	1.61	9.27
	FORT WORTH ISD	393	452	533	46	2	1,426	26,307	5.42	28.42
	GRAPEVINE-COLLEYVILLE ISD	41	1	4	2	0	48	3,675	1.31	7.59
	KELLER ISD	61	3	3	4	0	71	3,345	2.12	12.08
	MANSFIELD ISD	130	6	25	6	1	168	3,091	5.44	28.49
	MASONIC HOME ISD	0	0	0	0	0	0	63	0.00	0.00
	LAKE WORTH ISD	15	0	3	0	0	18	563	3.20	17.71
	CROWLEY ISD	52	5	3	5	0	65	2,494	2.61	14.65
	KENNEDALE ISD	0	0	0	0	0	0	719	0.00	0.00
	AZLE ISD	40	1	2	0	1	44	2,135	2.06	11.75
	HURST-EULESS-BEDFORD ISD	149	5	15	14	0	183	7,967	2.30	13.01
	CASTLEBERRY ISD	56	0	10	2	0	68	1,098	6.19	31.86
	EAGLE MT-SAGINAW ISD	39	2	6	3	0	50	1,925	2.60	14.61
	CARROLL ISD	6	0	1	0	0	7	913	0.77	4.51
	WHITE SETTLEMENT ISD	23	1	4	1	0	29	1,697	1.71	9.83
TAYLOR COUNTY	ABILENE ISD	86	23	57	0	0	166	7,145	2.32	13.15
	MERKEL ISD	10	0	3	0	0	13	599	2.17	12.34
	TRENT ISD	0	0	2	0	0	2	61	3.28	18.13
	JIM NED CONS ISD	3	0	1	0	0	4	352	1.14	6.63
	WYLIE ISD	11	0	2	0	0	13	829	1.57	9.05
TERRELL COUNTY	TERRELL COUNTY ISD	0	0	1	0	0	1	150	0.67	3.93
TERRY COUNTY	BROWNFIELD ISD	10	1	35	0	0	46	1,033	4.45	23.91
	MEADOW ISD	0	0	0	0	0	0	120	0.00	0.00
	UNION ISD	0	0	0	0	0	0	38	0.00	0.00
	WELLMAN ISD	0	0	2	0	0	2	80	2.50	14.09
THROCKMORTON CO	THROCKMORTON ISD	1	0	1	0	0	2	112	1.79	10.25
	WOODSON ISD	1	0	0	0	0	1	70	1.43	8.27
TITUS COUNTY	MOUNT PLEASANT ISD	1	0	3	0	0	4	1,790	0.22	1.33
	WINFIELD ISD	0	0	0	0	0	0	21	0.00	0.00
	CHAPEL HILL ISD	0	0	0	0	0	0	43	0.00	0.00
	HARTS BLUFF ISD	0	0	0	0	0	0	82	0.00	0.00
TOM GREEN COUNT	CHRISTOVAL ISD	1	0	0	0	0	1	133	0.75	4.43
	SAN ANGELO ISD	145	34	189	0	0	368	6,684	5.51	28.81
	WATER VALLEY ISD	1	0	0	0	0	1	166	0.60	3.56
	WALL ISD	1	0	1	0	0	2	383	0.52	3.09
	GRAPE CREEK-PULLIAM ISD	0	0	0	0	0	0	158	0.00	0.00
	VERIBEST ISD	0	0	0	0	0	0	30	0.00	0.00
TRAVIS COUNTY	AUSTIN ISD	562	415	819	23	7	1,826	25,048	7.29	36.50
	PFLUGERVILLE ISD	14	2	5	1	0	22	2,679	0.82	4.83
	MANOR ISD	0	0	0	0	0	0	578	0.00	0.00
	EANES ISD	5	0	0	0	0	5	2,393	0.21	1.25
	DEL VALLE ISD	34	11	65	0	0	110	1,977	5.56	29.07
	LAGO VISTA ISD	10	0	2	0	0	12	171	7.02	35.37
	LAKE TRAVIS ISD	15	1	3	0	0	19	753	2.52	14.22
TRINITY COUNTY	GROVETON ISD	9	2	0	0	0	11	349	3.15	17.48
	TRINITY ISD	17	6	0	0	0	23	500	4.60	24.61
	CENTERVILLE ISD	1	0	0	0	0	1	112	0.89	5.24
	APPLE SPRINGS ISD	1	0	0	0	0	1	98	1.02	5.97
TYLER COUNTY	COLMESNEIL ISD	1	0	0	0	0	1	160	0.63	3.69

NOTE: A DASH (-) INDICATES THAT NO DROPOUT REPORT WAS RECEIVED FROM THIS DISTRICT

COUNTY NAME	DISTRICT NAME	WHITE DROPOUTS	AFRO-AM DROPOUTS	HISPANIC DROPOUTS	ASIAN DROPOUTS	NATIVE-AM DROPOUTS	1991-92 TOTAL DROPOUTS	1991-92 FALL SURVEY	1991-92 DROPOUT RATE	ESTIMATED LONGITUDINAL DROPOUT RATE
WILLIAMSON COUN	LIBERTY HILL ISD	8	0	1	0	0	9	464	1.94	11.09
	ROUND ROCK ISD	74	5	18	4	0	101	8,432	1.20	6.98
	TAYLOR ISD	4	6	33	0	0	43	1,136	3.79	20.67
	THRALL ISD	0	1	1	0	0	2	203	0.99	5.77
	LEANDER ISD	50	1	5	0	0	56	2,265	2.47	13.95
	COUPLAND ISD	0	0	0	0	0	0	14	0.00	0.00
WILSON COUNTY	FLORESVILLE ISD	15	0	36	0	0	51	1,146	4.45	23.90
	LA VERNIA ISD	11	0	1	0	1	13	569	2.28	12.95
	POTH ISD	0	0	3	0	0	3	301	1.00	5.83
	STOCKDALE ISD	5	0	5	0	0	10	292	3.42	18.87
WINKLER COUNTY	KERMIT ISD	3	0	7	0	0	10	785	1.27	7.40
	WINK-LOVING ISD	0	0	0	0	0	0	170	0.00	0.00
WISE COUNTY	ALVORD ISD	5	0	0	0	0	5	193	2.59	14.57
	BOYD ISD	23	0	1	0	0	24	449	5.35	28.08
	BRIDGEPORT ISD	1	0	0	0	0	1	664	0.15	0.90
	CHICO ISD	3	0	0	0	0	3	229	1.31	7.61
	DECATUR ISD	7	0	3	0	0	10	675	1.48	8.57
	PARADISE ISD	1	0	0	0	0	1	241	0.41	2.46
	SLIDELL ISD	0	0	0	0	0	0	89	0.00	0.00
WOOD COUNTY	HAWKINS ISD	4	0	0	0	0	4	344	1.16	6.78
	MINEOLA ISD	2	0	0	0	0	2	674	0.30	1.77
	QUITMAN ISD	4	0	0	0	0	4	409	0.98	5.73
	YANTIS ISD	0	0	0	0	0	0	133	0.00	0.00
	ALBA-GOLDEN ISD	6	0	0	0	0	6	259	2.32	13.12
	WINNSBORO ISD	18	0	0	0	1	19	558	3.41	18.77
YOAKUM COUNTY	DENVER CITY ISD	4	0	8	0	0	12	860	1.40	8.09
	PLAINS ISD	0	0	2	0	0	2	199	1.01	5.88
YOUNG COUNTY	GRAHAM ISD	38	0	3	0	2	43	1,113	3.86	21.05
	NEWCASTLE ISD	1	0	1	0	0	2	74	2.70	15.16
	OLNEY ISD	3	0	2	0	0	5	334	1.50	8.65
ZAPATA COUNTY	ZAPATA ISD	1	0	34	0	0	35	1,073	3.26	18.04
ZAVALA COUNTY	CRYSTAL CITY ISD	0	0	75	0	0	75	878	8.54	41.48
	LA PRYOR ISD	0	0	7	0	0	7	245	2.86	15.96

NOTE: A DASH (-) INDICATES THAT NO DROPOUT REPORT WAS RECEIVED FROM THIS DISTRICT

Appendix II
Overview of 1993-95 State Dropout Plan Recommendations

Recommendations for Continued Action by the Texas Education Agency

(1) Tech-Prep

Encourage Tech-Prep programs to include: (1) grade-level academic courses taught with applied methodologies, (2) funds to assist in start-up costs of such programs, (3) the expansion of six-year plan programs promoting linkages to higher education, and (4) postsecondary employment planning designed through vocational apprenticeship programs for smoother school-to-work transitions.

(2) Family and Community Support

The Texas Education Agency will provide technical assistance to districts and community organizations on successful strategies and model programs designed to provide a network of family supports.

(3) Excellence and Equity

The Texas Education Agency will implement strategies and programs in support of its goal of excellence and equity for all students and learners served by the state's public education system.

Recommendations without Fiscal Implications

(4) Role Modeling

Peer or adult role modeling, through community members, cross-age tutoring, peer tutoring, or staff involvement should be implemented at campuses that fall below 40 percent mastery on all state assessment tests taken.

(5) Flexible Scheduling and Competency-Based Award of Credit

Use 19 TAC §75.169(b), relating to flexible scheduling and competency-based award of credit (Award of Credit, Grades 9-12) as dropout prevention and recovery strategies.

(6) Clarify Entry/Exit Criteria for Dropout Reduction Programs

Modify statutes pertaining to students in at-risk situations and dropouts [Texas Education Code, §11.205(c), Dropout Reduction Program, §16.152, Compensatory Education Allotment, and §21.557, Compensatory and Remedial Instruction] in a way that achieves greater consistency and identifies exit criteria for local programs.

(7) Eliminate the 80-Day Attendance Rule

Amend the 80-day minimum attendance requirement (Section 21.041, Texas Education Code) directing the State Board of Education to adopt rules that establish minimum attendance periods for school districts.

(8) Incorporate the State Plan 1993-95 State Dropout Plan to Reduce the Dropout Rate into the Agency's Strategic Plan

Repeal Texas Education Code, §11.205(d), Dropout Reduction Program, and incorporate dropout reduction activities into the Texas Education Agency's strategic plan.

(9) Consolidate Local Planning and Reporting Requirements

Delete the separate planning requirements for districts and campuses (Texas Education Code, §21.7532, Campus Performance Objectives, §11.205 (c), Dropout Reduction Program, §14.065, Technology Plan, §21.701, Adoption and Approval of Discipline Management Programs, §11.208, Inservice Training and Preparation, and §16.052, Operations of Schools; Teacher Preparation and Staff Development) and replace with a single district and campus improvement plan.

(10) Fund Innovative Strategies on At-Risk Campuses

Increase funding for instructional approaches such as continuous progress, accelerated learning strategies, and alternative academic campuses, with priority given to districts where the dropout rates exceed the state average.

Recommendations with Immediate Fiscal Implications

(11) Extension of the School Year

Redefine compulsory attendance (Texas Education Code, §21.032, Compulsory Attendance) for grades one through eight to provide additional days of school to students who would otherwise be retained.

(12) Recruitment of Minority Educators

Fund programs that increase the number of minority teachers and administrators to reflect the ethnic composition of the state.

(13) Agency Dropout Evaluation Studies

Provide funding for an ongoing Texas Education Agency evaluation function to assess the impact that policies and practices have on students in at-risk situations.

(14) Programs for Expelled Youth

Establish model regional and other types of programs for students expelled from school, students who have dropped out, and students ages 17-21 who have five or fewer credits to gain skills needed in the real world.

(15) Elementary, Middle, and High School Restructuring

Review, approve and provide support for the state's elementary, middle and high school restructuring initiatives.

(16) Professional Staff Development

Extend teacher contracts to increase professional development time by five days per year to 20 days in FY 1997.

Recommendations with Long-Term Fiscal Implications

(17) Provide Secondary Programs for Immigrant LEP Students

Funding should be provided for programs which meet the unique academic needs of secondary immigrant students of limited English proficiency.

(18) Expand Services for School-Age Parents

Amend Texas Education Code, §16.152, Compensatory Education Allotment, §21.114, Parenting Program, and §21.557(f), Compensatory and Remedial Education, to include school-age parents (male as well as female).

(19) Enhance Elementary Student Support Services

Funds should be provided for student support services on all of the state's elementary campuses.

(20) Increase Family Literacy Programs

Improve the environment and support systems for students by establishing family literacy/parent involvement programs.

Appendix III

TEXAS EDUCATION AGENCY
Fall FY91/92 PEIMS STUDENT DATA
SURVEY OF IMMIGRANT STUDENTS - ELIGIBLE DISTRICTS
DISTRICTS WITH GREATER THAN 3% OR 500 IMMMIGRANTS

DISTRICT	DISTRICT NAME	TOTAL STUDENT ENROLLMENT	NUMBER IMMIGRANT STUDENTS	PERCENT IMMIGRANT
021901	COLLEGE STATION ISD	5712	266	4.6569
031901	BROWNSVILLE ISD	37974	1584	4.1713
031905	LA FERIA ISD	2350	99	4.2128
031905	LOS FRESNOS CON ISD	4849	303	6.2467
031909	POINT ISABEL ISD	2242	181	6.0731
031911	RIO HONDO ISD	1870	68	3.6364
031912	SAN BENITO CONS ISD	8040	467	5.8085
031913	SANTA MARIA ISD	430	38	6.8372
031914	SANTA ROSA ISD	1079	36	3.3364
057905	DALLAS ISD	137746	813	0.5902
057912	IRVING ISD	23922	2506	10.4757
068901	ECTOR COUNTY ISD	27534	528	1.9176
070901	AVALON ISD	192	13	6.7708
071901	CLINT ISD	4208	260	6.1787
071902	EL PASO ISD	64728	4249	6.5644
071903	FABENS ISD	2413	143	5.9252
071906	ANTHONY ISD	687	58	8.4425
071907	CANUTILLO ISD	3659	347	9.4835
071908	TORNILLO ISD	418	119	28.4689
071909	SOCORRO ISD	15501	848	5.4706
072901	THREE WAY ISD	38	1	7.8947
072908	HUCKABAY ISD	162	11	6.7901
101902	ALDINE ISD	42404	1357	3.2002
101903	ALIEF ISD	31251	2436	7.7950
101912	HOUSTON ISD	196689	6874	3.4949
101917	PASADENA ISD	38600	1411	3.6554
101920	SPRING BRANCH ISD	27135	876	3.2283
108902	DONNA ISD	8342	633	7.5881
108903	EDCOUCH-ELSA ISD	4150	209	5.0361
108904	EDINBURG ISD	16679	938	5.6238
108905	HIDALGO ISD	2530	349	13.7945
108906	MCALLEN ISD	21477	1292	6.0157
108907	MERCEDES ISD	4829	218	4.5144
108908	MISSION CONS ISD	10838	783	7.2246
108909	PHARR-SAN JUAN-ALAMO ISD	18789	1318	7.0147
108910	PROGRESO ISD	1672	136	8.2536
108911	SHARYLAND ISD	3115	254	8.1541
108912	LA JOYA ISD	10669	831	7.7889
108916	VALLEY VIEW ISD	1515	104	6.8647
115901	FT HANCOCK ISD	371	47	12.6685
126906	KEENE ISD	634	26	4.1009
159901	EAGLE PASS ISD	10685	550	5.1474
189902	PRESIDIO ISD	1021	146	14.2997
214901	RIO GRANDE CITY ISD	7156	735	10.2711
214903	ROMA ISD	5338	486	9.1045
220905	FORT WORTH ISD	71224	2385	3.3485
223902	MEADOW ISD	281	10	3.5587
225902	MOUNT PLEASANT ISD	4120	199	4.8301
225905	WINFIELD ISD	103	7	6.7961
227901	AUSTIN ISD	67937	1546	2.2756
233901	SAN FELIPE-DEL RIO CONS ISD	9682	431	4.45156
240901	LAREDO ISD	23731	1008	4.24761
240903	UNITED ISD	13804	757	5.48392
240904	WEBB CONS ISD	305	28	9.18033
246905	GRANGER ISD	334	12	3.59281
TOTAL		1,003,164	41,332	

NOTE: A DISTRICT QUALIFIES IF THEIR IMMIGRANT STUDENT POPULATION EQUALS OR EXCEEDS 3% OF THEIR ENROLLMENT OR IF THE NUMBER OF IDENTIFIED IMMIGRANT STUDENTS EQUALS OR EXCEEDS 500.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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